

LABETTE COMMUNITY COLLEGE

MASTER AGREEMENT

2025-2026

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PREAMBLE

This agreement is between the Board of Trustees of Labette Community College (hereinafter referred to as the "Board") and the Labette Community College Faculty Association (hereinafter referred to as the "Association") as the representative of the Faculty (as defined in K.S.A. 72-2218), and hereinafter referred to as "Faculty" of the Labette Community College (hereinafter referred to as the "College").

ARTICLE I

Savings Clause

If any provision of this agreement or any application of this agreement to any faculty is held to be contrary to law, then such provision or application shall not be deemed valid or subsisting, except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.

ARTICLE II

Recognition

The Board recognizes the Labette Community College Faculty Association as the exclusive negotiating representative of the professional personnel who are covered by the general salary schedule including all Faculty of Labette Community College, except administrative employees, part-time instructors and adjunct faculty, in accordance with the provisions of the statutes of the State of Kansas.

ARTICLE III

Retained Rights of the Board

The Board shall operate and manage the College. It is understood that the rights of faculty are set forth throughout the balance of the Agreement. Such rights shall not be abridged by this Retained Rights clause. However, subject only to the expressed limitations set forth elsewhere in this Agreement, the Board shall hire and transfer faculty; discipline, reprimand, suspend or discharge Faculty for just cause; lay off and recall faculty; make administrative evaluation of faculty; extend contracts; determine the number of faculty to be used in any classification or activity; prepare, enter into and execute principal employment contracts between faculty and the Board and such contracts shall include by reference this Agreement; prepare, enter into, and execute separate supplemental contracts; determine the period, curriculum and content of any school activity, the period, curriculum and content of any course with due regard for academic freedom of faculty; establish or change rules, regulations and practices concerning operating and managing the College but which shall not set aside other terms of this Agreement; close down or move the College or any part thereof or curtail operations; establish new departments or operations and discontinue existing departments or operations, in whole or in part; determine the number and location of operations, services and courses; and otherwise, generally manage the College and direct the faculty. The above rights are not all-inclusive, but enumerate by way of illustration the type of rights, which belong to the Board. All other rights, powers, or authority which the Board had prior to the signing of the Agreement are retained by it, except those which have been specifically abridged, delegated, or modified by this Agreement; it being understood and agreed that nothing in this Agreement shall restrict or modify the rights and duties of the

Board as provided by law.

ARTICLE IV

Association and Member Rights

- A. Every faculty member shall have the right to form, join, or assist faculty organizations (the LCC Faculty Association), to participate in professional negotiations with the Board of Trustees through representatives of their own choosing for the purpose of establishing, maintaining, protecting, or improving terms and conditions of professional service. Faculty shall also have the right to refrain from any or all the foregoing activities. The Board undertakes and agrees that it will not directly or indirectly deprive, discourage, coerce, or harass any faculty in the enjoyment of any right conferred by the laws of the State of Kansas or the Constitution of the State of Kansas and the United States.
- B. The President of the College, upon request, shall provide the Association with public documents within his/her possession, which will assist the Association in developing intelligent, accurate, informed, and constructive proposals. The President of the College, within legal limits, shall also furnish upon request available information which may be necessary to process grievances under this Master Agreement.
- C. All personnel files pertaining to an individual faculty, except material which the College receives from confidential sources such as college or non-college placement centers, shall be made available to the individual for inspection and to the Association upon prior written request and release signed by the individual faculty. The information may be reproduced upon request of the faculty member.
- D. The Faculty Senate, consisting of six (6) faculty elected by members of the Association and serving as the Executive Committee of the Association shall serve as the regular channel of communication between the Association, the Administration, and the Board. Furthermore, the Faculty Senate shall advise the President of the College and/or the Board on any matter of concern to the Association or the College. Such advice shall be given when the President or the Board requests it, but it may also be offered on the initiative of the Faculty Senate.
- E. The Faculty Senate, or any member of the Association duly designated by the Senate, shall be entitled to appear on the agenda of all Board meetings in a listing separate from all other listings. The Board may place any reasonable time limit it so desires on such appearances of the Faculty Senate or the duly designated representatives of the Association. Nothing in this section shall be construed to prevent faculty, individually or in concert or through a representative (as stated above) they may choose, collectively or individually, from presenting or making known their positions and/or proposals to the

Board of Trustees or president/chief executive officer employed by the Board of Trustees.

ARTICLE V

Conditions of Employment

The Master Agreement reflects a working year of not more than 170 days. Faculty will be aware of the next academic schedule by the conclusion of the spring semester. Classes will satisfy the time-based or competency-based standards of the Kansas Board of Regents and of LCC accreditation agencies.

- A. Each faculty shall perform the duties and services necessary to the position for which employed, shall file reports required by the Board or President, shall cooperate with the Administration in the development and execution of the instructional program, and shall perform such other services as may be mutually agreed upon by the Administration and the faculty
- B. Each faculty shall endeavor to preserve in good condition and order the school buildings, grounds; furniture, apparatus, and such other property as may come under his/her immediate supervision.
- C. Each faculty shall attend faculty meetings called by the President or the Vice President of Academic Affairs unless excused by the appropriate academic dean. Faculty in the Career Technical Education field teaching in the school district setting are expected to make adjustments to office hours to participate in department meetings, required school meetings, advising and individual student conferences when possible to meet both the LCC and school district calendars under which they are teaching.
- D. Full Time Work Load/Faculty Office Hours - A full time workload shall be established for each faculty and non-teaching faculty for each semester. This workload for faculty on campus and faculty in the school district setting shall be determined by the Administration after consultation with the advice from the faculty member and vice president of academic affairs. Recommendations for a workload will take into consideration the following:
 - a. Contact Hours
 - b. Number of Preparations
 - c. New Course Assignments and Curriculum Development
 - d. Number of Students
 - e. Night Courses
 - f. Courses outside of Parsons (mileage, travel, time, etc.)

For workload determination purposes, the faculty will fall under one of the following classifications.

1. On campus faculty

Full time workload is defined as 30 credit hours per contract year, typically balanced between the fall and spring semesters.

On campus full time faculty are required to schedule a minimum of 10 posted hours each week to be available to advisees or other students seeking help and an additional un-posted five (5) hours on campus for the same purpose.

Faculty may post a maximum of three (3) virtual office hours.

2. CTE Faculty teaching in a school district setting

Full time workload will have a schedule and workload determined by the class schedule and district calendar of the district in which they are teaching, which includes office hours and duty free lunch, typically balanced between the fall and spring semesters. The full-time workload must be approved by the Vice President of Academic Affairs or designee.

Faculty in the school district setting are required to schedule a minimum of five (5) office hours each week to be available to advisees or other students seeking help.

Faculty in the school district setting who work a greater number of days on the district calendar as compared to the LCC Academic Calendar will be paid prorated per diem for the extra days worked.

For example, if:

College work days	164
School district work days	179
Faculty	15 days of pay per diem

Due to differing needs and times at which distance delivered students choose to log in and do their coursework, these distance delivered office hours may be offered in the evening, on the

weekends, or at times in which the College may be closed. The faculty member will not be required to physically be on campus to deliver these office hour services to students.

E. Committees

1. Assignments of faculty to committees shall be the responsibility of the Administration.
2. Assignments should be equalized as nearly as possible.

F. Each faculty member shall make available official transcripts of all his/her academic records before contract is issued.

G. Each faculty shall make available:

1. Application and/or placement records where applicable.
2. Copies of any reports and recommendations concerning faculty's professional competence.
3. Personal data sheet.

H. Each faculty shall notify the appropriate administrator or his or her designee as far in advance as possible in case of his/her absence. If a substitute is required, the faculty member will confer with the substitute concerning class work to be assigned during the absence.

I. Each faculty must have an up-to-date syllabus for each course taught by that faculty member. The syllabus shall at a minimum contain elements required by the State of Kansas and by accreditation agencies. These elements are described in the Labette Community College Master Course Syllabus, which is approved by the appropriate administrator after consultation with the Faculty Association President and the Curriculum and Instruction Committee. A copy of the syllabus should be available to each student at the beginning of the course. Also, an up-to-date copy shall be on file electronically (see section II Documentation, full time faculty evaluation and full-time faculty distance delivered evaluation) in the Vice President of Academic Affairs' office.

J. Each faculty must have grades updated within 2 weeks of the assignment due date and posted in the Learning Management System for each course taught by that faculty member.

K. Outside Employment

Full time faculty are expected to render full time and attention to the duties required by this Master Agreement and the Conditions of Employment. Should the faculty member find it necessary to undertake additional employment, it is expected that the duties of the College, under this Master Agreement, take precedence. The faculty member will notify the president, vice president of Academic Affairs, and Human Resource Director in

writing of any such outside employment. This notification will occur upon hire of outside employment y or whenever changes occur in the outside employment status. Such changes will be included in the faculty's file located in the Human Resource office.

L. Health-Related Issues

1. All faculty will comply with local, state, and federal immunization requirements.
2. The cost of such immunizations will be the responsibility of the College.

M. Dress Code

Faculty are expected to dress business casual during all classroom sessions Monday through Wednesday. Each Thursday is College-wide casual dress day and Spirit Days are designated during each semester. Faculty are encouraged to wear LCC attire on these days. Faculty are allowed to wear t-shirts on Spirit Days and Thursdays but should not wear them during class sessions the rest of the week.

The supervisor will inform a faculty if their personal appearance does not meet the College's guidelines.

If a holiday or College closing occurs on a Thursday, the last business day during that week will be designated as a casual dress day. Spirit days are approved through the President's office and posted on the LCC Website Home Page. The President may also designate specific times for casual dress, and will be announced through e-mail.

The President reserves the right to cancel a casual dress day or Spirit Day based on business necessity.

Exceptions & Additional Information

Clothing prohibited: T-shirts (other than as stated above), sweatpants, shorts, and athletic clothing unless prior approval is received from the supervisor.

Faculty are allowed to wear athletic shoes.

Department specific job duties may allow the faculty to dress accordingly. The supervisor will make these exceptions when appropriate.

- N. Any provision in this Agreement may be changed during the term of this Agreement if both parties agree to open the Agreement and make such changes.
- O. Faculty members who, during the course of their work, are required to drive personal vehicles, will be reimbursed for mileage at the published Internal Revenue Service rate allowable for mileage reimbursement for business expenses. If the IRS increases the mileage rate during the fiscal year, the increase will not take effect for employees until July 1 to coincide with the budget for the new fiscal year.
- P. Supplemental/Extra-curricular Duties: A supplemental duty is a contract for services

other than those services covered in the principal or primary contract of employment of such employee for the College not specifically included in the criteria for establishing a full-time workload.

1. Club Sponsorship

Individuals who wish to receive a contract to sponsor a club for the following year should submit a proposal to the Vice President of Academic Affairs by March 1. The Vice President of Academic Affairs will determine the level of payment based on this proposal. The proposal should address the criteria listed below.

a. Criteria for determining payment tier

- 1a. Club must be recognized by SGA
- 1b. Maintain annual SGA registration requirements
- 1c. Sponsor and officers attend student organization orientation meeting
- 1d. Maintain business office account
- 1e. Participation in SGA major activities (such as Homecoming, Fall Festival, Spring Fling etc.)
- 1f. Frequency of meetings (minutes and attendance sheets)
- 1g. Number of active members
- 1h. Community service activities (weekly, monthly, per semester, per year)
- 1i. Budget and fund-raising activities
- 1j. Competition
- 1k. Sponsor travel with students on field trips, to state, regional, and/or national meetings/competitions
- 1l. Club certification on a state or national level.
- 1m. Club sponsors will be required to submit the SGA Club/Student Organization Annual Report and Service Award Application detailing the activities of the club during the year.

2. Directing/Coordinating an Activity

Individuals who wish to receive a contract to direct an activity for the following year should submit a proposal to the Vice President of Academic Affairs by March 1. The Vice President of Academic Affairs will determine the level of payment based on this proposal. The proposal should address the criteria listed below.

- a. length of activity,
- b. duties and tasks,
- c. length of participation time, and
- d. completion of task

The activities covered by this provision include but are not limited to: Hendershot Art Gallery Director, English Lectureship Director, High School Art Competition Director, Science Fair Director, Math/Science Day Director, Southeast Kansas Community College Art Competition Director, mentoring and advising outside of discipline.

3. Miscellaneous activities

Conducting performance advising, evaluations, mentoring, etc.

4. Grant writing

Faculty and staff are encouraged to develop grant applications as alternative sources of revenue. Reimbursement will depend on the complexity of the grant, the estimated time involved in the completion of the grant, and the estimated value to the College. Compensation for writing and submitting the grant shall be set pursuant to the Supplemental Duties Tier Compensation Schedule. After consulting with the faculty member and considering the factors listed herein, the administration will determine the compensation (tier assignment) to be provided for writing and submitting the grant application. Compensation is not contingent on the grant being funded. After consulting with the faculty member, the administration may authorize a grant project that does not meet Tier 1 criteria; however, the compensation will be a fractional amount of Tier 1.

5. Compensation

Compensation for supplemental duties will occur based upon a tier system. A payment schedule will be established at the time the supplemental duties are agreed upon. In the event that the supplemental duty will occur in only one semester, the tier will apply to that semester and the payment will be made during the semester.

The faculty member will meet with the Vice President of Academic Affairs to determine which tier will be used. The faculty member and the Vice President of Academic Affairs shall jointly decide the time and effort reasonably anticipated to perform the desired duties and use the following schedule to guide compensation.

Supplemental Duties Tier Compensation Table

Tier Level	Amount Paid
1	\$500
2	\$1,000
3	\$1,500

4	\$2,000
5	\$2,500
6	\$3,000

- a. A supplemental contract detailing the supplemental duties and the compensation tier will be issued by the Vice President of Academic Affairs and signed by the faculty member.
 - b. The supplemental contract, if offered and accepted, is for the completion of the duties. If the duties takes more time than predicted, the duties shall be completed and any adjustments could be proposed for the following year during the supplemental request submission.
 - c. Supplemental duties may be contracted to multiple employees and the compensation divided among the contracted employees.
 - d. Partial tier payment may be appropriate for some supplemental duties. For example, adjunct course evaluators are paid 1/5 Tier 1 (\$100) per evaluation.
6. Overload Instruction

As defined in Article V.D. Full Time Workload, the work load is 30 credit hours per contract year, typically balanced between the fall and spring semesters. Overload credit hours will be calculated based upon credit hours over a 15 credit hour load per semester. However, for example, should a faculty member schedule 14 credit hours only (no overload) in the fall semester and more than 16 credit hours in the spring semester, then any overload in the spring would be calculated over the 16 credit hour mark. Overload contracts in the fall semester are based upon a 15 credit hour load.

For Career Technical Education faculty working in the school district setting, overload is considered anything outside the district calendar designated work days. Full time faculty shall be given first right of refusal for mid-semester courses. Adjunct faculty teaching mid-semester course will not be offered a written contract until the end of the first week of full semester courses for the end of the add/drop period for full semester courses to allow full-time faculty to determine teaching load and decide if they would like to teach any of the mid-semester courses (up to 10 credit hours of overload per semesters as set forth in the negotiated agreement.) Full time faculty will only have seniority over adjunct within the discipline(s) for which they were hired to teach.

Compensation for overload instruction is covered in Article XVI, Section C, Item 3.

Q. Seniority

Subject to Kansas continuing contract law:

1. For purposes of reduction-in-force, seniority is defined as continuous years of employment in a full-time instructional position at the College.
2. In the event of equal years of continuous full-time instruction, number of credit hours taught as an adjunct instructor at the College prior to current full-time instruction will be used to make a determination.
3. In the event the above two items are equal, educational qualifications will be used. In the event the above three items are equal, performance evaluations and experience will be considered.

R. Reduction in Force

Before reducing force of a tenured faculty member, the College shall make a reasonable effort to place them in another suitable position within the College. This policy does not apply to concurrent high school instructors.

When one or more instructors are to be reduced because of a change in the size or nature of the student population, unavoidable budgetary limitations or similar factors affecting the overall operation of the College, part-time instructors, with in the discipline (not concurrent), shall be terminated first, provided full-time instructors are qualified replacement.

If after the above procedure has been followed it becomes necessary to reduce the instructional staff, the instructor or instructors to be reduced or transferred shall be determined on a seniority basis, provided that the affected instructor is qualified to perform the work of the instructor who is to be separated.

ARTICLE VI

Personnel Policies

A. Leave for Attending Professional Meetings

State colleges and universities often conduct one-or-two-day workshops or training sessions in various subject matter fields. Leave for attending these meetings may be granted to the faculty upon prior arrangement with the Vice President of Academic Affairs and appropriate administrator.

1. Professional meetings attended should be related to individual subject matter areas.

Such meetings are important:

- a. To keep up with current trends in the individual teaching fields in areas of new materials and new ideas.
 - b. To ensure better correlation between community college transfer credits and state college and university requirements.
 - c. To find possible solutions to common teaching problems.
 - d. To provide opportunities to hear authorities in the individual teaching field.
2. Days allowed for such meetings shall not exceed five days per year -- not to accumulate. Should the administration ask a faculty member to attend a specific professional development activity or other meeting, these day(s) will not count against the faculty member's professional days.
 3. Arrangements will be made with the Vice President of Academic Affairs and appropriate administrator for reimbursement for mileage and expenses incurred in attending such professional meetings. Should the administration ask a faculty member to attend a specific professional development activity or other meeting, these day(s) will not count against the faculty member's professional days.
- B. Release Time for Curriculum Development - Time shall be set aside for departmental use in developing and planning the department's curriculum. Faculty may request release time for professional meetings, visitation of other schools, and other professional reasons, and the same may be given upon recommendation of the Vice President of Academic Affairs and the appropriate administrator with discretion.
- C. Personal Leave - Leaves of absence will be granted for personal business upon approval of the Vice President of Academic Affairs or appropriate administrator. A faculty may be absent five days each year, without any salary deductions, for personal leave upon consent of the Vice President of Academic Affairs and the appropriate administrator. Request for such leave should be made in writing at least two days in advance if possible. Upon the termination of employment at the completion of the contract the faculty will be compensated at his or her current rate of pay for earned but unused personal days, up to a maximum of five days. Personal days do not accumulate from year to year.
- D. Military Leave - Both parties agree to abide by all valid applicable laws related to military service.
- E. Sick Leave - Sick leave benefits are extended to all faculty covered by this Master Agreement. Sick leave is defined as days of absence for illness or injury of the faculty, including the time during which the faculty is physically unable to perform normal work assignments because of child-bearing. Payment for sick leave shall be subject, when requested by the Board, to medical certification from the faculty's medical or osteopathic

physician (or the medical or osteopathic physician of the Board, at its option) for any absence of three or more consecutive days.

Faculty who are absent because of illness or injury covered by Workmen's Compensation shall receive an amount equal to the combination of Workmen's Compensation disability benefits and sick leave benefits which equal a regular day's pay. LCC utilizes a preferred physician; see Policy/Procedure 10.17 Return to Work Program when employees are injured at work. Any injury received on the job must be reported to the employee's immediate supervisor within 24 hours and complete paperwork per Procedure 10.17 Return to Work Program form, Appendix C. The supervisor in turn will file a written report of accident, Procedure 10.17 Return to Work Program form, Appendix D, with the Human Resource Office. Employees not eligible for the Return to Work Program may elect to use sick leave time or apply to the Labette Community College Sick Leave Bank.

Each regularly employed faculty shall start each school year with 10 full days of sick leave credit with full pay, and days not used shall accumulate to 30 days. After 30 days have been accumulated at the end of a contract year, all accumulating factors are eliminated, and 90 days sick leave will be granted in each succeeding contract year. Faculty who begin employment mid-year will receive a prorated sick leave credit based on the month they start work. Up to fifteen (15) days of accumulated sick leave may be used in each contract year for an illness or a death in the immediate family (husband, wife, father, mother, son, or daughter or any person who is wholly dependent on the employee). Additionally, within the 15-day limitation, accumulated sick leave can be taken for the care of, or death of, brother, sister, grandchildren, brother-in-law, sister-in-law, daughter-in-law, son-in-law, mother-in-law, father-in-law, grandmother, grandfather, grandmother-in-law, grandfather-in-law for an illness which is catastrophic or life threatening. A catastrophic illness is defined as a severe condition or combination of conditions affecting the mental or physical health of the patient. Such illness must be severe, continuing, and unusual. The president of the College may approve additional days in unusual circumstances. Information regarding benefits under the Family Medical Leave Act, with which the College will comply, is available in the Human Resource office.

Employees who find that they are unable to be present to discharge their assigned duties will contact the office of the Vice President of Academic Affairs or appropriate administrator as far in advance as possible.

In all cases, unused accumulated sick leave will be canceled when employment with the College is terminated and will not be compensated for in terminal pay. Persons injured on the job should file Workmen's Compensation forms where this applies.

In unusual circumstances, the final decisions shall be made by the President of the

College and the Board of Trustees.

F. Jury and Witness Duty Leave

Labette Community College will encourage employees to serve jury duty when called as one way to demonstrate community leadership. Faculty who are called for jury duty will be protected against loss of pay.

1. The faculty member will notify their direct supervisor when they have been called for jury selection or jury duty and keep him/her advised off scheduled duty.
2. The faculty member will request the court clerk documentation including starting date, beginning and ending times of court duty and location of court duty.
3. The faculty member will fill out the leave form by checking other and indicating jury duty. Personal days will not be reduced due to jury duty service.
4. The faculty employee may retain Per Diem court fees and mileage fees paid by the court.
5. The faculty member work schedule will be accommodated to provide for the subpoenaed court time.
6. Substitutes will be found according to existing policy/procedure and the pay computed in accordance with Procedure 3.040, Computing Pay Rate of Classroom and Instructional Substitutes.

G. Early Retirement Plan

Full-time faculty members may retire from employment with the College at the end of the spring or the end of the fall semester in which they meet the eligibility requirements for early retirement. Early retirement is strictly voluntary, and no faculty member shall be required to take early retirement. Furthermore, Labette Community College's Early Retirement Plan is a specific and individual agreement with the College. Any LCC employee is advised to consult with an attorney before applying for Early Retirement. Application for Early Retirement should follow the procedure as set forth in Article XV – Early Retirement. The employee will read and sign a copy of the Age Discrimination and Employment Act and Older Workers Benefit Protection Act. By signing this agreement for Early Retirement, the employee gives up his/her right to file suit against LCC relating to A.D.E.A. and O.W.B.P.A. to the date of the waiver. However, this waiver in no way precludes the employee's rights to file suit against LCC on matters that might arise after that date. The Early Retirement Plan details are outlined in Article XV of this Agreement.

H. Faculty Evaluation

Faculty evaluation shall be conducted pursuant to the criteria and procedures as set forth in Appendix D. The Board reserves the right to set criteria. The parties recognize that evaluation procedures are mandatorily negotiable.

ARTICLE VII

Personnel Files

A. Examination of Files

1. Each faculty shall have the right to examine the contents of his/her personnel file during regular business hours upon request to the Director of Human Resources.
2. A representative of the Faculty Association, at the faculty's written request, may accompany the faculty for the examination.
3. With a faculty member's written request a representative of the Faculty Association may view the faculty's personnel file or the portions specified in the request without the faculty member being present.

B. Review Derogatory Material

1. No material derogatory to the faculty's conduct, service, character, or personality shall be placed in the faculty personnel file unless the faculty is given the opportunity to review the material.
2. No unsubstantiated anonymous material will be included in the faculty personnel file.
3. The faculty shall have the right to answer any such material prior to placing it in the file. The faculty answer shall be affixed to the material and placed with it in the faculty personnel file.

C. Faculty Additions

1. Each faculty shall have the right to place additional materials related to his/her professional employment at Labette Community College in their file should this information be evidence of competence, professionalism, or outstanding service to the College. This material must have approval of the Director of Human Resources before placement into the file.

D. Copies of Files

1. Each faculty shall receive a copy of all data placed into the file at the time the material is added to the personnel file.
2. Each year the faculty can request reproductions of the contents of his/her file at no charge to the faculty.

ARTICLE VIII

Faculty Discipline

A. General Provisions

1. The Association recognizes the right of the Board to discipline its faculty members.
2. No faculty will be formally disciplined without just cause.
3. Discipline will be progressive unless circumstances require the imposition of more severe penalties.

4. Faculty are entitled to bring a representative of their choice to any formal discipline meeting.
 5. Information concerning proposed disciplinary actions is privileged information. The faculty member may divulge such information for the purpose of consulting with or obtaining representation from the Association.
 6. No disciplinary action is to be taken in front of students and/or co-workers.
 7. Measures such as assignment to nonprofessional tasks or disapproval of leave requests will not be used as disciplinary measures.
- B. Just cause shall be generally defined as reasonable grounds regulated by mutual good faith. Just cause shall also include the following components:
1. Any violation of Labette Community College's policies or procedures may result in discipline. Any alleged incident will be documented on the incident form found on Redzone.
 2. Management must, except under extreme circumstances, investigate before taking action against the employee.
 3. Any administrative or board investigation must be fair and objective.
 4. The investigation must produce evidence to support the management's case. Anonymous information shall not be the basis for any discipline unless it has been substantiated.
 5. Rules, regulations, and penalties must be applied without discrimination.
 6. Management should regard discipline as corrective - not punitive.
 7. Management must avoid arbitrary and hasty action.
- C. Any complaints regarding a faculty member reflecting concern about his/her performance in or out of the classroom made by any person that is deemed serious enough to be reduced to writing and either placed in the faculty member's file and/or used in an evaluation, reprimand, or any other action, shall be promptly called to the faculty member's attention and the faculty member shall receive a copy of said complaint.
- D. It is agreed by both parties that informal disciplinary actions are generally the first steps taken in constructive discipline; and, are to be taken by administrators in situations of a minor nature involving violation of a rule, regulation, or safety practice. Situations of a minor nature shall be handled through the informal process. Situations of a serious nature shall be handled through the formal process.
1. Informal: Oral admonitions and warnings or written letters of warning, caution or requirements may be taken by administrators on their own initiative. Written statements included in this category will not be included in a faculty member personnel file.

2. Formal: Formal disciplinary actions, such as plans of assistance, written reprimands or suspension, may be used only for more serious offenses or when informal disciplinary actions have not corrected unacceptable patterns of behavior as determined by the administrator. Within a 10 contract day period following the administrator's awareness of a faculty member's actions that warrant formal discipline, one of the following actions may be taken:
 - a. The administrator will hold a conference with the faculty member. Notes of the conference will be prepared and all parties attending the conference will sign the prepared notes. The faculty member will be provided with a copy of the signed notes. A copy will be included in the faculty member's personnel file.
 - b. The administrator will hold a conference with the faculty member and inform the faculty member of the proposed discipline. If a letter of reprimand is included, the faculty member shall have ten (10) contract days from receipt of the administrator's formal letter of reprimand to file a written response.
 - c. The President may suspend the faculty member with pay until such time as the Board has reviewed the matter and determined to continue the suspension with pay, remove the suspension and return the faculty member to duty, or give notice of the Board's intent to terminate or non-renew the faculty member's contract.
 - d. The faculty member may bring representation to any formal meeting.
 - e. Formal disciplinary action shall be documented by using the Performance Improvement Counseling Form found on Redzone. If the employee refuses to sign the counseling record, another member of management must sign, as a witness in the employee's presence verifying the employee's refusal to sign and this should also be noted on the employee signature line. If additional documentation is attached to the Counseling Form, then each page must be initialed and dated by the employee and their supervisor.
- E. When performing a Title IX investigation, the College will use the preponderance of evidence standard.

ARTICLE IX

Resolving Grievances

A. Declaration of Purpose

Every school system has grievances. If allowed to go unresolved they have a damaging effect on teaching efficiency. They normally arise from misunderstanding rather than from bad intention. A good procedure for resolving them is of extreme value to the College and to the community it serves.

B. Definitions

1. A "Grievance" is a complaint by a faculty member or a group of faculty based on an alleged violation, misrepresentation or misapplication by the College of this Agreement or any Board Policy or Administrative Regulations affecting the terms and conditions of professional service of the faculty which are required to be negotiated under Kansas State law. For the purpose of this master agreement an "administrative regulation" is a procedure that is included in the Procedures Manual and has been approved by the College President.
2. The term "faculty" may include a group of faculty members who are similarly affected by a grievance.
3. An "aggrieved person" shall mean the person or persons making the complaint.
4. A "party in interest" shall mean the person or persons making the complaint and/or any person who might be required to take action or against whom action might be taken in order to resolve the grievance.
5. The term "days" except when otherwise indicated, shall mean working days.

C. Procedures

1. Level One

The aggrieved person should request an informal conference with the appropriate director or the appropriate administrator within 10 days after they become aware of the grievance. At this conference the aggrieved person may be accompanied by a representative of the Association's Grievance Committee. Such representative may serve as spokesperson for the aggrieved person. The purpose of these informal meetings is to give the appropriate director or administrator the opportunity to resolve the grievance in an informal way.

2. Level Two

If the aggrieved person has been unable to get a conference with the director or the appropriate administrator within 10 days of the request, or having had the conference, has not found a solution to the grievance, they shall ask the assistance of a representative of the Association's Grievance Committee, and prepare a written statement of the grievance within 10 days after failure to find a satisfactory informal solution in the appropriate director's or the appropriate academic dean's office. One copy shall be delivered to the Vice President of Academic Affairs' office, one to the Association's Grievance Committee Chairperson, and one should be kept by the aggrieved person. Within 10 days after delivery of the formal grievance to the appropriate Vice President, the appropriate Vice President or his/her representative shall deliver to the faculty member in writing, the decision of the College with respect

to the grievance, deliver a copy to the Association's Grievance Committee Chairperson, the College President (see Level three, line 2, President receiving decision) and retain one copy for his/her own file. Such decision shall include appropriate supporting evidence and reasons for the decision. Failure of the appropriate Vice President to make delivery of the decision of the College within 10 days shall constitute admission of the correctness of the claims made in grievance, and assurance that appropriate corrections will be made within 10 more days.

3. Level Three

If no written notice of appeal of this decision from the appropriate Vice President has been received by the President within 10 days after receipt of the appropriate Vice President's decision in Level Two, then no further consideration of the matter will be made by the Administration. If the decision of the College as expressed by the appropriate Vice President in Level Two is not satisfactory to the aggrieved faculty member, the Association's Grievance Committee shall cause to be made objective findings of fact relating to the grievance. The Association's Grievance Committee, which serves in the role of advocate, shall make careful evaluation of the grievance in the light of the findings. Based on the findings, the Association's Grievance Committee will counsel the aggrieved faculty member either to accept the decision of the College as indicated by the appropriate Vice President, or to appeal that decision to the President. If the appeal to the President is chosen, such aggrieved person or a representative of the Association's Grievance Committee shall file a written notice of appeal of the decision at Level Two with the President within 10 days after receipt of the decision from the appropriate Vice President. The President shall review the grievance. The President may request a meeting with the grievee in order to resolve the grievance on an informal basis. The decision of the President will be issued to the Board, the Association's Grievance Committee and to the aggrieved person within 10 days after receipt of the appeal to the President's level. The Grievance Committee at this time will decide upon whether or not to appeal the grievance to the Board.

4. Level Four

If the appeal to the Board is chosen, such appeal shall be filed with the Board within 10 days of receipt of the decision of the College from the President. Such aggrieved person or a representative of the Association's Grievance Committee shall file a written notice of appeal of the decision at Level Two and Three with the Board Chairperson. Within 10 days after receipt of the appeal, the Board shall set a date for a hearing and notify the aggrieved person and the Association's Grievance Committee and all other parties in interest of said date. Hearing on said grievance shall be held within 15 days

of the issuance of said notice by the Board. The Board shall render a decision in writing to the aggrieved person and the Association's Grievance Committee within 10 days after the conclusion of the hearing. The decision by the Board shall conclude the internal process of the grievance. If the aggrieved person or the Faculty Association disagrees with the decision of the Board, review of the decision may be sought in district court under the provisions of K.S.A. 60-2101(d).

D. General Rules

1. It is the policy of the Board to assure to every faculty member the opportunity to have the unobstructed use of this grievance procedure without fear of reprisal or prejudice in any manner.
2. The purpose of these proceedings is to secure equitable solutions to grievances of faculty and non-teaching faculty.
3. If any person is a party in interest to any grievance, such person is disqualified from exercising the judicial function in attempts to resolve the grievance.
4. Since the resolving of grievances should be expedited as much as possible, the time limit at each level shall be regarded as maximum and every effort should be made to use fewer than the maximum number of days. Time limits, however, may be extended by mutual agreement when circumstances justify doing so.
5. All documents, communications and records dealing with the processing of grievances shall be filed by the College separately from the personnel files of the parties in interest.
6. Forms for filing grievances, serving notices, making appeals, making reports and recommendations, and other documents which are necessary, shall be provided by the Association.
7. No faculty member shall be required to discuss any grievance when the Association representative is not present.
8. The Board will cooperate with the Association in the investigation of a grievance and furnish such information within legal limits as is requested for the processing of any grievance.
9. Should the investigation or processing of any grievance require that a faculty member or Association representative be absent from his regular assignment, he shall be released without loss of pay or benefits.
10. Grievances filed toward the close of the school year shall be expedited insofar as is reasonably possible, with the intention to complete the processing before the close of the school year. If completion cannot be accomplished, the processing will be re-established at the beginning of the new school year.

11. Any grievance hearing before the Board shall be conducted with both parties present. The hearing may be in open or closed session as determined by the grievant. The hearing procedure will include:
 - a. The Board Chair or designee will preside at the hearing;
 - b. The grievant may personally present the grievance; or
 - c. The grievant may choose to be represented by a member of the Faculty Association Grievance Committee or other representative. The name of the representative will be provided to the Board prior to the hearing;
 - d. The College President or designee will be present for the administration. The President may choose to use legal counsel and will inform the grievant prior to the hearing;
 - e. The grievant and the administration may each present their information and evidence to the Board. Each will have an opportunity for rebuttal;
 - f. The grievant and the administration may call witnesses;
 - g. The Board shall deliberate in executive session with only the Board members and the Board's attorney, if any, present;
12. To reflect the Board's commitment to fair due process, the Board decision will be based upon substantial evidence presented at the grievance hearing by the grievant and the administration.
13. Any written communication involving the grievance between either side with the Board of Trustees will be shared by both parties.

ARTICLE X

Due Process for Contract Termination or Non-renewal

The Board shall comply with the Kansas due process laws for those faculty subject to the Kansas Due Process Act.

ARTICLE XI

Pay Day

Pay Day is the 20th of each month. If the 20th falls on Saturday, Sunday, or a holiday; then payday will be the preceding workday.

ARTICLE XII

Payroll Deductions

Payroll deductions are to be made for federal and state income tax, retirement, social security, tax-sheltered annuities, group health insurance, and KNEA/KHEA Association dues; provided, the faculty member presents appropriate signed authorizations for such deductions to the

Business Office when required by the College.

Professional Dues Deduction: If requested in writing by a faculty member, the payroll clerk shall deduct association dues. Authorization for KNEA dues shall typically be returned to the payroll clerk on or before September 10 and shall continue until revoked in writing by the faculty member. The dues shall be deducted in 9 or 12 equal monthly installments (at the faculty member's preference) beginning in September. The association shall notify the payroll clerk of the amount of monthly dues to be deducted on or before September 1. A faculty member may be allowed to join the association and start payroll deductions in midyear. In this case, the administration and association will present signed authorization for prorated deductions to the payroll clerk. The Board shall promptly transmit the dues to the association and shall include a listing of the members and the dues deducted. The association shall indemnify and hold harmless the Board from any and all claims, demands, suits or other forms of liability (including specifically costs and attorney fees) that may arise out of or by reason of any action taken or not taken by the Administration for the purpose of complying with this provision.

ARTICLE XIII

Fringe Benefits

A. Health Insurance

Group health insurance will be provided through an insurance carrier selected by the College. Prior to any change in insurance carrier, representatives of employee groups will be given the opportunity to advise Administration concerning the selection of the insurance carrier. The Board shall pay 90% of the cost of a single premium for each faculty member whose contract is signed by the Chairperson of the Board of Trustees. All faculty will be required to participate in single coverage unless they can provide evidence of group coverage elsewhere.

If the College receives a cash payment divisible surplus from a group health insurance carrier, the amount paid in cash shall be distributed to the participating employees (including any employees not subject to this Agreement) and to the Board in proportion to the premium contributions of each, consistent with the provisions of the insurance contract. Any payroll deduction or salary reduction for health insurance premium purposes shall be considered employee contribution. Employees entitled to participate in the distribution shall be those employees participating in the College's group health insurance plan during the year covered by the divisible surplus. This language will not impact upon any grievance filed prior to signing this contract.

B. Sick Leave Bank

Occasionally, an employee who is eligible for sick leave experiences a catastrophic injury or illness at a time when the employee has exhausted her/his sick leave days. To demonstrate compassion and provide charitable assistance to fellow employees, a sick leave bank will be established to allow full-time employees to use additional sick bank leave days from the bank and to donate accrued sick leave days according to procedures approved by the College President. See Appendix C

C. Professional Development Funds

The use of professional development funds is for faculty to augment expertise and keep current in their field(s) of instruction. A fund for professional development of faculty will be established in an amount equal to \$600 per full time faculty member per year.

1. Funds may be rolled over for four (4) years to an accumulated total of \$2,400.
 - a. Four-year rollover of individual fund allotment is acceptable for conference or workshop registration and travel expenses only. The educational limit is \$1,200 per year — with no rollover. To receive reimbursement for educational expenses an official transcript showing a grade of “C” or better must accompany the receipt. Faculty members seeking additional funding for a professional development activity beyond the amount in their individual account may request funds from the general pool when making their request for use of professional development funds.
 - b. All requests for payment for activities during the current fiscal year should be submitted to the Business Office by April 30.
2. Each faculty member may use the accumulated amount according to the formulas above.
3. If a faculty member leaves LCC, professional development funds will be transferred to the new faculty member hired as a replacement.
 - a. If the new faculty member is hired in another department, the funds will be transferred to the new faculty member.
 - b. If a new program is started and a new faculty member is hired, the Master Agreement would require that the faculty member be provided with \$600 for professional development.
 - c. If a program or position is eliminated and the faculty position is not transferred to another department, the accumulated funds will go into a general pool for professional development.
4. Funds per individual faculty member will accumulate to a \$2,400 maximum. The next year’s accumulation that would put the faculty member’s total over \$2,400 will go into a general pool. The faculty member’s accumulated total will stay at \$2,400 until used.

5. Faculty members seeking additional funding for a professional development activity beyond the amount in their individual account may request funds from the general pool when making their request for use of professional development funds. A Professional Development Committee will meet once each semester or as needed to review request for funds from the general pool. The Professional Development Committee will allocate the funds in the general pool with the highest priority to support travel and expenses to conferences/seminars, with other permitted uses of the funds taking a lower priority. The Professional Development Committee will consist of the vice president of academic affairs, appropriate academic dean, Faculty Association president or designee, and two other faculty members who will rotate annually.
6. All terms of this agreement shall apply to all faculty members.
7. Administration retains its right to use other institutional funds and grant funds for travel and professional development to fulfill grant obligations or operational initiatives.
8. Registration, hotel and airline will be paid for by the College when direct billing is not available. See Travel Voucher Procedure 5.021 in the Policy/Procedure Manual.
9. Professional development funds may be used by faculty for, but not limited to, payment of the following:
 - a. Tuition and fees for classes and workshops limited to \$1,200 a year.
 - b. Fees and expenses for attending conferences and other meetings of professional organizations
 - c. Professional journals and books
 - d. Membership to professional and service organizations
 - e. Personal hardware and software to assist in completion of job duties when away from campus; limited to \$1,200 per year. If a faculty member terminates employment with LCC within three years of the purchase of hardware using professional development funds and wishes to keep the hardware, they will pay back to the professional development fund the amount of the purchase that was paid with professional development funds. Three years after the purchase of hardware using professional development funds, the hardware will be depreciated out and become the property of the faculty member.

D. Tax Sheltered Annuity Proposal

LCC will match contributions of up to \$75 per month or \$900 per year to a tax sheltered annuity. Employer contributions will vest according to the following schedule:

Years of Service (from date of hire)	Vesting %
5	25%
6	40%
7	55%
8	70%
9	85%
10	100%

Faculty who have been employed at LCC for 10 years or more may elect to use this match in KPERS 457 retirement plan instead of the 403(b).

E. LCC Educational Benefits

Labette Community College will provide, as scholarship, tuition, incidental and material fees for the employee, spouse, and all dependent children of the faculty member for courses taken for credit at the College. The enrollee shall pay for tuition, material, and incidental fees for non credit courses, seminars, and workshops.

F. Cafeteria Plan

Faculty members may elect to participate in an optional Security Flex 125 program administered through a financial service company. The program includes medical reimbursement, disability income insurance, group life insurance, and a cancer policy.

ARTICLE XIV

Resignation

A faculty member not planning to return in the fall will notify the President's Office, preferably in writing, no later than the Friday two weeks after the third Friday in May. However, if a faculty knows they will not return in the fall, it would be helpful if they would notify the President's Office in advance of the notice date in order to allow time to secure a suitable replacement. An early notice incentive compensation of \$300 will be paid if resignation is received by February 1. Incentive payment will be made at the end of the contract period.

ARTICLE XV

Retirement/Early Retirement Plan

Early retirement is defined as retirement prior to age 65. KPERS allows full-time faculty members to retire from employment with the College at the end of the academic year in which they meet the eligibility requirements for early retirement. In the event of illness or unusual circumstances KPERS may allow an employee to retire at a different time. Early retirement is strictly voluntary, and no faculty member shall be required to take early retirement.

- A. At retirement or early retirement, as defined above, a faculty member will receive pay for any unused personal days and for five (5) unused sick days.
- B. An early notice incentive compensation of \$300 will be paid if resignation is received by February 1. Incentive payment will be made at the end of the contract period.

Early Retirement Plan

A. Eligibility

An employee is eligible for early retirement if such employee:

- is currently a full-time faculty of the College
- meets the KPERS eligibility requirements for early retirement

B. Application

A full-time faculty member desiring to take early retirement must submit his or her request in writing to the President's office prior to the notice date, which is the Friday two weeks after the third Friday in May. In the event of illness or other unusual circumstances the Board of Trustees may choose to accept a request at a later date. The faculty member should consult with the Human Resource office and/or KPERS for retirement application and timeline. The faculty member shall complete a health insurance retirement form which is available in the Human Resource office.

C. Benefits

The full-time faculty member taking early retirement will be eligible to stay in the group health insurance plan until Medicare eligible, but there will be no College contributions for premiums.

D. Withdrawal of Application

In the event of unusual circumstances, the early retirement agreement may be withdrawn at any point preceding the retirement if there is mutual consent of both parties.

ARTICLE XVI

Professional Compensation

Salary for faculty members covered by this Master Agreement shall be in accordance with the salary schedule as set forth in Appendix A, attached. In order to qualify for salary increase, the faculty member must follow the process listed below in either section A, B, or C.

A. Graduate Academic Course work – Master's Degree and above

To qualify for horizontal salary schedule movement above the Master's degree with graduate academic coursework it must:

1. Be in the Faculty member's major assigned field of teaching,
2. Stay within educational columns,

3. Follow the educational limit under the professional development funds section of the master agreement, and
4. Move no further than M+54 without PhD degree.

Employee Requirements:

Prior to February 1, the Faculty member must submit to the Academic Deans, the Vice President of Academic Affairs and Human Resource Director a written proposal via email that includes:

1. Awarding institution's name
2. Course title, description and credit hour(s)
3. Expected date of completion
4. Any other relevant details

Upon completion of the coursework, the faculty member must present an official transcript to the Human Resources Department prior to the beginning of the contract year.

Discipline specific graduate course work will be added together to move on the salary scale when meeting all requirements. Example of placement: MATH 600 XXXX 3 credit hours and MATH 601 XXX 3 credit hours will be a salary placement of Masters + 6.

B. Credentialing/Licensing/Certification – Master's Degree and above

To qualify for horizontal salary schedule movement above the Master's degree with, credentialing/licensing/certification, it must:

1. Be in the faculty member's major assigned field of teaching,
2. Be approved through a state or national accrediting body,
3. Stay within educational columns, and
4. Move no further than M+54 without PhD degree.

Employee Requirements:

Prior to February 1, the faculty member must submit to the Academic Deans, the Vice President of Academic Affairs and Human Resource Director a written proposal via email that includes:

1. Awarding agency name
2. Title of credential/license/certificate
3. Hours required for initial completion, renewal, and maintenance
4. Expected date of completion
5. Any other relevant details

Upon completion of the requirements, the faculty member must present an original certificate, license, credential copy or official transcript to Human Resources Department prior to the beginning of each contract year.

Discipline specific credentialing will be added together to move on the salary scale when all requirements are met and maintained. Example of placement: Registered Nurse (RN) = +12 and Certified Nurse Educator (CNE) = +18 will be a salary placement of Masters + 30

If the faculty member's credential/license/certification expires, they will no longer be eligible for additional compensation.

Salary Scale Horizontal Movement for Credentialing/Licensing/Certification Disciplines

Accounting

Certified Public Accountant credential (CPA) = +12

Communications

Accredited in Public Relations credential (APR) = +12

Nursing

Registered Nurse (RN) = +12

Advanced Practice Registered Nurse (APRN) NOT CERTIFIED (allowed only 1, not both APRN) = +12

Advanced Practice Registered Nurse (APRN) CERTIFIED (allowed only 1, not both APRN) = +18

Certified Nurse Educator (CNE) = +18

Psychology

Behavioral Board licensing for Clinical Social Work = +12

Welding

Certified Welding Inspector = +18 (American Welding Society)

C. Credentialing/Licensing/Certification – Qualified Vocational Column

To qualify for vertical salary schedule movement above the Qualified Vocational column degree with credentialing/licensing/certification it must:

1. Be in the faculty member's major assigned field of teaching,
2. Be approved through a state or national accrediting body,
3. Stay within educational columns, and
4. Move no further than M+54 without PhD degree.

Employee Requirements:

Prior to February 1, the faculty member must submit to the Academic Deans, the Vice President of Academic Affairs and Human Resource Director a written proposal via email that includes:

1. Awarding agency name
2. Title of credential/license/certificate
3. Hours required for initial completion, renewal, and maintenance
4. Expected date of completion
5. Any other relevant details

Upon completion of the requirements, the faculty member must present an original certificate, license, credential copy or official transcript to Human Resource Department prior to the beginning of each contract year.

Discipline specific credentialing will be added together to move on the salary scale when all requirements are met and maintained. Example of placement: Adult Critical Care Specialty (RRT-ACCS) = +2 vertical steps and Registered Respiratory Therapist (RRT) = +3 vertical steps will be a salary placement of QV +5

If the faculty member's credential/license/certification expires, they will no longer be eligible for additional compensation.

Salary Vertical Steps Movement for Credentialing/Licensing/Certification Disciplines

Respiratory Therapy

Adult Critical Care Specialty (RRT-ACCS) = +2 vertical steps

Neonatal/Pediatric Respiratory Care Specialist (RRT-NPS) = +2 vertical steps

Registered Pulmonary Function Technologist (RPFT) = +2 vertical steps

Registered Respiratory Therapist (RRT) = +3 vertical steps

Sleep Disorders Testing and Therapeutic Intervention Respiratory Care Specialist (RRT-SDS) = +3 vertical steps

Diagnostic Medical Sonography

RDMS=Registered Diagnostic Medical Sonographer

Breast (RDMS-BR) = +1 vertical step

Fetal Echocardiography (RDMS-FE) = +1 vertical step (Could also be (RDMS-FE) but allowed only 1, not both))

Pediatric Sonography (RDMS-PS) = +1 vertical step

RDCS=Registered Diagnostic Sonographer

Adult Echocardiography (RDMS-AE) = +1 vertical step

Fetal Echocardiography (RDCS-FE) =+1 vertical step (Could also be RDMS-FE) but allowed only 1, not both))

Pediatric Echocardiography (RDCS-PE) =+1 vertical step

RMSK=Registered in Musculoskeletal

Musculoskeletal Sonography Exam (MSK) =+2 vertical steps

If the credentialing/licensing/certification is not listed in B or C above, consult the current Faculty Association president for future consideration by December 1 of the contract year. The Faculty Association should present accumulative requests to the Vice President of Academic Affairs and Human Resource Director by December 15. New credentialing and licensing proposals will be reviewed and discussed in the next contract negotiations meeting.

D. Compensation for Overload Courses

1. Overload Course Definition: Any course where the credit hours or portion of the credit hours for that course will bring the total load for the faculty member above regular load as defined in Article V. D.

2. Compensation for Overload Courses

If a faculty member, who has a full-time workload (see Article V.D), requests an overload course or accepts a request to teach an overload, the remuneration shall be determined by one of the following:

- a. If the course that is offered for College credit meets institutional requirements then the faculty member shall receive remuneration as per credit hour taught as indicated in the current salary schedule as set forth in Appendix B.

Overload Contracts

The pay per credit hour is included after the Salary Schedule as Appendix B.

Overload Contracts will be issued as follows:

1. During in-service week, the appropriate academic dean and the faculty will meet to determine load and courses to be considered overload. Should agreement not be reached, administration can determine load. (See Article V.D.).

Special circumstances classes (such as 8 week and mini courses) taught as overload will have due dates and schedules for payments established on a case-by-case basis.

3. Compensation Relative to Course Size

- a. Compensation relative to course size will be as follows: the faculty member will be paid the overload rate for up to 22 students. Courses can be limited to fewer than 22 students with the approval of the appropriate administrator. The faculty member has the option to permit enrollment up to a maximum of 30 students. Compensation would be an additional 1/20th of the overload pay per student. If more than 30 students wish to enroll in the course, an additional section may be added. Extra pay for course size will not apply to Health Science programs.

The certification roster date will be used to determine extra enrollment numbers for overload courses (from 23-30 students). These contracts will be paid in three installments due to the use of the later certification roster date in issuing said contracts.

4. Compensation for Course Development

- a. When not counted as a part of a faculty member's load, compensation for curriculum/course development of a new course shall be based upon the same rate as the rate of pay for overload courses.
- b. For on ground courses being re-developed for distance delivery, compensation for faculty will be calculated as one of four categories on the amount of the course that is offered distance delivered (25%, 50%, 75%, or 100%), and the number of credit hours of the course being developed based on the same rate as the rate of pay for overload courses.

1. The originator of the course proposal and the appropriate academic dean will determine the amount of compensation based on the percentage taught distance delivered.
2. A distance delivered course being developed from an already approved on-ground course will qualify for compensation.
3. A distance delivered course being developed as a new course (no previous distance delivered or on-ground course) will qualify for compensation.
4. A distance delivered course being developed from an already approved distance delivered course will NOT qualify for compensation since the course in its entirety is already available distance delivered.
5. If a distance education course is later developed into an on ground course, there will be no additional compensation paid.
6. The person teaching the distance delivered course will have completed the LCC distance delivered teaching course (or equivalent) prior to teaching the distance delivered course. (The Vice President of Academic Affairs may allow the distance delivered teaching course to be taken the same semester the

course is taught if extreme circumstances exist and the instructor is an experienced instructor.)

7. The course is expected to be offered within one year of completion of course development.
8. As found in the Intellectual Property Policy 3.23, the College will have non-exclusive, royalty-free use of the distance delivered course and the ability to modify the work for its use within the institution, so that the College's continued use of such material for educational purposes is not jeopardized. See Policy 3.23 for complete details.

5. Compensation for Emergency Switch to Distance Delivered/Alternate Delivery

In the event that an emergency situation such as global pandemic, tornado, or natural and man-made catastrophes create a situation where the College must switch from on ground delivery of courses to alternate delivery methods such as hybrid or full distance delivery, compensation for the switch in delivery method will be as follows:

- a. For courses already established in the schedule as distance or hybrid delivery, compensation and load determination will continue as established in Article XVI.
- b. On ground classes – recognizing the need to limit costs should the entirety of the College's curriculum not already set up for distance delivery or alternative delivery need to be revised for such delivery due to the emergency situation, normal compensation for curriculum delivery and development (see Article XVI) will be replaced with the following:

When such emergency situation requires that the curriculum be shifted to alternative/distance delivery from on ground delivery, the faculty member will receive \$40.00 per week, per person, for the duration for which courses must be delivered by alternative/distance delivery, for a maximum duration of 16 weeks, payable at the end of the semester.

This provision will apply for any semester for which the curriculum for a course or courses needs to be developed or redeveloped for alternative delivery.

6. Grant Funded Bonuses

The College may accept and administer grant funds for faculty bonus payments as specified in the grant award.

7. Other

1. Arrangement classes must be approved in advance by the appropriate academic dean. They must meet outside of the faculty's regularly scheduled class times. Students taking arrangement classes must use the approved "Arrangement

Class/Student Log” found on Redzone. Faculty member’s teaching arrangement classes must collect these logs and turn them in to Admissions along with the grade rosters. KBOR minimum time requirements for a lab class is 1,125 minutes per credit hour. LCC’s typical lab class is 2 credit hours, therefore compensation for lab classes are paid at 2 credit hours.

ARTICLE XVII**DURATION OF AGREEMENT**

This Master Agreement shall become effective on the first day of the 2025-2026 school years, shall not be subject to negotiations during this period of time, and shall remain in effect throughout the 2025-2026 school years.

IN WITNESS WHEREOF, the parties have executed this Master Agreement this 10th day of July, 2025.

BOARD OF TRUSTEES

Chairperson

FACULTY ASSOCIATION

President



Clerk





Secretary

ARTICLE XVII**DURATION OF AGREEMENT**

This Master Agreement shall become effective on the first day of the 2025-2026 school years, shall not be subject to negotiations during this period of time, and shall remain in effect throughout the 2025-2026 school years.

IN WITNESS WHEREOF, the parties have executed this Master Agreement this 10th day of July, 2025.

IN WITNESS WHEREOF, the parties have executed this REVISED Master Agreement this 13th day of November, 2025

BOARD OF TRUSTEES
Chairperson**FACULTY ASSOCIATION**
President
Clerk
Secretary

*** Faculty Titles:**

For the purpose of title only, faculty will be designated by the following titles based on the parameters below:

- Doctorate - Full Professor when offered a contract for the 4th year
- Masters - Full Professor when offered a contract for the 8th year
- Doctorate, probationary - Associate Professor
- Masters, non-probationary - Associate Professor
- Masters, probationary - Assistant Professor
- all others, Instructor

Probationary status means the faculty is not working under continuing contract.

The above titles in no way affect the contract or any monetary compensation. The salary schedule shown above (Appendix A) will be followed according to the guidelines in the schedule. Within the contract, all faculty, regardless of title, are referred to as Professional Employee, instructor or faculty member.

		Vert. Step	Horiz. Step	Base									
		\$ 680	\$ 1,020	\$50,727			Overload	\$625.00	Per Credit Hr				
	Bachelor	Qualified											
Step	Gen. Ed.	Vocational	Masters	M + 6	M + 12	M + 18	M + 24	M + 30	M + 36	M + 42	M + 48	M + 54	PhD
1	\$48,687	\$49,707	\$50,727	\$51,747	\$52,767	\$53,787	\$54,807	\$55,827	\$56,847	\$57,867	\$58,887	\$59,907	\$60,927
2	\$49,367	\$50,387	\$51,407	\$52,427	\$53,447	\$54,467	\$55,487	\$56,507	\$57,527	\$58,547	\$59,567	\$60,587	\$61,607
3	\$50,047	\$51,067	\$52,087	\$53,107	\$54,127	\$55,147	\$56,167	\$57,187	\$58,207	\$59,227	\$60,247	\$61,267	\$62,287
4	\$50,727	\$51,747	\$52,767	\$53,787	\$54,807	\$55,827	\$56,847	\$57,867	\$58,887	\$59,907	\$60,927	\$61,947	\$62,967
5	\$51,407	\$52,427	\$53,447	\$54,467	\$55,487	\$56,507	\$57,527	\$58,547	\$59,567	\$60,587	\$61,607	\$62,627	\$63,647
6		\$53,107	\$54,127	\$55,147	\$56,167	\$57,187	\$58,207	\$59,227	\$60,247	\$61,267	\$62,287	\$63,307	\$64,327
7		\$53,787	\$54,807	\$55,827	\$56,847	\$57,867	\$58,887	\$59,907	\$60,927	\$61,947	\$62,967	\$63,987	\$65,007
8		\$54,467	\$55,487	\$56,507	\$57,527	\$58,547	\$59,567	\$60,587	\$61,607	\$62,627	\$63,647	\$64,667	\$65,687
9		\$55,147	\$56,167	\$57,187	\$58,207	\$59,227	\$60,247	\$61,267	\$62,287	\$63,307	\$64,327	\$65,347	\$66,367
10		\$55,827	\$56,847	\$57,867	\$58,887	\$59,907	\$60,927	\$61,947	\$62,967	\$63,987	\$65,007	\$66,027	\$67,047
11		\$56,507	\$57,527	\$58,547	\$59,567	\$60,587	\$61,607	\$62,627	\$63,647	\$64,667	\$65,687	\$66,707	\$67,727
12		\$57,187	\$58,207	\$59,227	\$60,247	\$61,267	\$62,287	\$63,307	\$64,327	\$65,347	\$66,367	\$67,387	\$68,407
13		\$57,867	\$58,887	\$59,907	\$60,927	\$61,947	\$62,967	\$63,987	\$65,007	\$66,027	\$67,047	\$68,067	\$69,087
14		\$58,547	\$59,567	\$60,587	\$61,607	\$62,627	\$63,647	\$64,667	\$65,687	\$66,707	\$67,727	\$68,747	\$69,767
15		\$59,227	\$60,247	\$61,267	\$62,287	\$63,307	\$64,327	\$65,347	\$66,367	\$67,387	\$68,407	\$69,427	\$70,447
16		\$59,907	\$60,927	\$61,947	\$62,967	\$63,987	\$65,007	\$66,027	\$67,047	\$68,067	\$69,087	\$70,107	\$71,127
17		\$60,587	\$61,607	\$62,627	\$63,647	\$64,667	\$65,687	\$66,707	\$67,727	\$68,747	\$69,767	\$70,787	\$71,807
18		\$61,267	\$62,287	\$63,307	\$64,327	\$65,347	\$66,367	\$67,387	\$68,407	\$69,427	\$70,447	\$71,467	\$72,487
19		\$61,947	\$62,967	\$63,987	\$65,007	\$66,027	\$67,047	\$68,067	\$69,087	\$70,107	\$71,127	\$72,147	\$73,167
20		\$62,627	\$63,647	\$64,667	\$65,687	\$66,707	\$67,727	\$68,747	\$69,767	\$70,787	\$71,807	\$72,827	\$73,847
21		\$63,307	\$64,327	\$65,347	\$66,367	\$67,387	\$68,407	\$69,427	\$70,447	\$71,467	\$72,487	\$73,507	\$74,527
22		\$63,987	\$65,007	\$66,027	\$67,047	\$68,067	\$69,087	\$70,107	\$71,127	\$72,147	\$73,167	\$74,187	\$75,207
23		\$64,667	\$65,687	\$66,707	\$67,727	\$68,747	\$69,767	\$70,787	\$71,807	\$72,827	\$73,847	\$74,867	\$75,887
24		\$65,347	\$66,367	\$67,387	\$68,407	\$69,427	\$70,447	\$71,467	\$72,487	\$73,507	\$74,527	\$75,547	\$76,567
25		\$66,027	\$67,047	\$68,067	\$69,087	\$70,107	\$71,127	\$72,147	\$73,167	\$74,187	\$75,207	\$76,227	\$77,247
26		\$66,707	\$67,727	\$68,747	\$69,767	\$70,787	\$71,807	\$72,827	\$73,847	\$74,867	\$75,887	\$76,907	\$77,927
27		\$67,387	\$68,407	\$69,427	\$70,447	\$71,467	\$72,487	\$73,507	\$74,527	\$75,547	\$76,567	\$77,587	\$78,607
28		\$68,067	\$69,087	\$70,107	\$71,127	\$72,147	\$73,167	\$74,187	\$75,207	\$76,227	\$77,247	\$78,267	\$79,287
29		\$68,747	\$69,767	\$70,787	\$71,807	\$72,827	\$73,847	\$74,867	\$75,887	\$76,907	\$77,927	\$78,947	\$79,967
30		\$69,427	\$70,447	\$71,467	\$72,487	\$73,507	\$74,527	\$75,547	\$76,567	\$77,587	\$78,607	\$79,627	\$80,647

APPENDIX B

Overload and Curriculum/Course Development Salary Schedule

(See Faculty Salary Schedule, pg. 36)

When not counted as a part of a faculty member's load, compensation for curriculum/course development shall be based upon the same rate as the rate of pay for overload courses.

Ten credit hours of overload per semester will be considered maximum. This does not include curriculum course development. The Vice President of Academic Affairs or appropriate administrator may consult with a faculty member to teach additional overload due to emergency or special circumstances.

APPENDIX C

SICK LEAVE BANK PROCEDURE

Purpose:

To establish a bank of sick leave days through donations by LCC employees. This bank will provide a benefit to employees, who have themselves suffered a catastrophic injury/illness, common illness, or need of parental leave; or their family members who have suffered a catastrophic injury/illness, common illness, or death and the employee does not have sufficient accumulated sick leave days in their banks, causing them to exhaust all of their sick time and potentially lose compensation.

Criteria:

- A. Family members include spouse, partner, parent, child, grandparent, sibling, sibling-in-law, daughter-in-law, son-in-law, mother-in-law, father-in-law, or any person who is wholly dependent on the employee.
- B. Up to fifteen (15) days of combination accumulated sick leave and bank days may be used in each calendar year for an illness that may not require hospital admittance or prolonged care of the employee or to care for their family. Examples could be a common cold, flu, covid, and other illnesses treated at home.
- C. Up to fifteen (15) days combination of accumulated sick leave and bank days may be used due to the death of a family member.
- D. Up to ninety (90) days combination of accumulated sick leave and bank days may be used due to a catastrophic illness or injury of the employee or to care for their family.
 - Catastrophic injury or illness is defined as a severe condition or combination of conditions affecting the mental or physical

health of the employee or their family member. Such injury or illness must be severe or prolonged. Giving birth is considered a catastrophic injury until the employee is released from doctor restriction. Leave must require the services of a doctor of medicine who is authorized to practice medicine or surgery, as appropriate, by the state in which the doctor practices.

- E. Up to four (4) weeks of bank days, may be used for parental leave due to the birth, adoption, or foster of a newly placed child.
- F. Full-time employees who have been employed by LCC for more than three (3) months may apply for bank days.
- G. The employee must utilize all of their accumulated sick leave before using the bank days. They are not required to utilize all of their vacation days.
- H. Employees needing to be absent for extended periods will need to complete the FMLA process. Typically, more than 2 weeks.
- I. The President may approve additional days if they deem appropriate.

Requesting Use:

- A. To request use of the Sick leave bank, the employee would write a letter to the Director of Human Resources and include:
 - If the need for sick leave is due to death, the employee needs only to include the reason, time frame with dates, and copy of the obituary.
 - If the need for sick leave is due to an illness not requiring prolonged care, the employee needs only to include the reason, timeframe with dates, and doctor's note if applicable.
 - If the need for bank days is due to a catastrophic injury/illness, the employee needs to include; a physician's statement for themselves or their family member. The physician's statement should also include the beginning date of the condition, a description of the illness or injury, the reason for leave, and either the anticipated date the employee will be able to return to work or when they will be absent from work, such as the length of time or intermittent.
 - If the need for bank days is due to parental leave for the birth, adoption, or foster of a newly placed child, the employee needs only to include the reasons and timeframe with dates.
- B. Approved requesting employees can be granted bank days from the requested start date on the initial request.
- C. A new request must be completed for any additional bank days needed and not stated on the initial request or in the instance of a new

event.

- D. If the requesting employee carries Short Term Disability, the bank days could run concurrently to supplement their compensation to reach their weekly pay for the amount of time the employee requests and the committee approves.

Donation:

- A. A maximum of 1 week may be donated, voluntarily, to the sick leave bank at any time during the year when the committee notifies employees or up to 2 weeks when an employee is leaving employment.
- B. Once an employee's sick leave has been donated to the bank it cannot be restored to the individual.
- C. Employees may not designate a particular employee to receive their donated time.
- D. Employees who use bank days are not required to pay them back.
- E. Unused bank days will be returned to the bank if an employee returns to work before expected.
- F. Days in the sick leave bank may be distributed until the bank is exhausted.

Committee Guidelines:

- A. The Director of Human Resources shall serve as chairperson of the ad hoc committee.
- B. Committee members will be appointed and serve as long as employed, until they excuse themselves, or until the Vice President of Finance & Operations excuses them in instances of complaints or concern.
- C. The Vice President of Finance and Operations will appoint members to the committee after receiving nominations from each group.
- D. The committee will consist of one member from each governance group.
- E. Committee members that request use from the bank for themselves, will excuse themselves as a committee member for their own case. They will rejoin the committee after the process is complete and can continue to serve.
- F. The committee will abide by all policies and procedures when making decisions, including guidance from this procedure.
- G. The committee will be provided with an accrued sick time total that has been used by the requesting employee.
- H. A combination of the employee's sick leave days and the bank days drawn may not exceed the set days maximum and will be tracked in a rolling year to begin the first day the employee utilizes the sick leave bank for the first time.
- I. The committee shall make a recommendation to the Director of Human Resources for the number of sick leave days and the timeframe they wish to grant the requesting employee.

NOTE: THIS PROCEDURE IS FOR INFORMATIONAL PURPOSES ONLY. THIS IS NOT A PART OF THE MASTER AGREEMENT.

APPENDIX D

D. 1.

Evaluation Procedures

The evaluation will be comprised of a Class Visitation by the Vice President of Academic Affairs, appropriate administrator or Director, a student evaluation, and a conference. During the first three years of employment, the Vice President of Academic Affairs will be responsible for the evaluation. The direct supervisor will be invited to attend the classroom presentation and required to attend the evaluation meeting. After the first three years the direct supervisor will be responsible for the evaluation and post evaluation meeting with the faculty member.

Class Visitation

1. The Vice President of Academic Affairs, appropriate administrator or appropriate Director will contact the faculty member to schedule a class visitation.
2. A Faculty Self-Assessment document will be filled out by the faculty member (Appendix D.3.). One week or more prior to the class visitation, the instructor will provide to the Vice President of Academic Affairs, appropriate administrator or appropriate Director the following documentation:
 - a. A syllabus matching the course for the class visitation
 - b. An ungraded copy of an exam or other assessment
 - c. Copy of attendance record through certification roster due date
 - d. Faculty self-assessment
3. At the scheduled class visitation, the Vice President of Academic Affairs, appropriate administrator or appropriate Director at the beginning of the visitation will administer student evaluation forms. The faculty member will not be present when the student evaluations are distributed or collected. If the faculty member prefers, the student evaluation and the evaluator's class observation can be conducted at subsequent class periods.

Conference

1. A conference will be scheduled within 15 days of the class visitation with the Vice President of Academic Affairs, appropriate administrator or appropriate Director and the faculty member to review the Class Visitation and Documentation and tabulated Student Evaluation materials.
2. One week or more prior to the conference, the Vice President of Academic Affairs, appropriate administrator or appropriate Director will provide the material outlined on the classroom visitation form.
3. After the conference, the instructor and the evaluator will sign the Classroom Visitation and Documentation form. The forms will be reviewed by the Vice President of Academic Affairs, appropriate administrator and or the appropriate administrator, or appropriate Director, and will be submitted to the Human Resource office to be placed in the instructor's permanent file.
4. The instructor may attach comments in response to the evaluation and those comments will be included with the evaluation in the employee's permanent file. The comments must be submitted to the evaluator within 10 days of the conference.

D.2.

Evaluation Schedule

Instructors will be evaluated according to the following schedule:

1. First and second year instructors will be evaluated at least once in both the fall and spring semesters by no later than the 60th school day of the semester.
2. Third and fourth year instructors will be evaluated at least once in an academic year prior to Feb. 15
3. Instructors with more than four years of tenure will be evaluated at least once every three years, prior to Feb. 15.

The Faculty Evaluation Schedule will be distributed to faculty at least annually at Fall In-service.

Course Evaluations

Through the Center for Innovative Instruction, faculty and staff will develop course evaluation instruments, such as short form student evaluation, that faculty can utilize at their discretion outside of the formal faculty evaluation process. These instruments will not be used for formal faculty evaluations, nor will they replace formal faculty evaluation instruments.

D.3.

LABETTE COMMUNITY COLLEGE
SELF-ASSESSMENT
Full-time Faculty
AY: _____

Instructor _____

Date _____

1. Describe the teaching and learning strategies I utilize.

2. How do I keep current on the latest development in my field of study?
 - a. Have taken a course relevant to teaching area within the last two years (list course or courses)

 - b. Have participated in professional development activity that is relevant to teaching area

 - c. Subscribe and read relevant journals and/or periodicals

 - d. Other

3. What constraints/limitations (i.e. institutional, professional, personal) do I feel prevent me from doing the best job possible.

4. List of committee assignments.

5. Other pertinent information I wish to include in my self-evaluation.

D.4.

FULL-TIME FACULTY EVALUATION **CLASSROOM VISITATION AND DOCUMENTATION**

AY: _____

Faculty Member _____

Semester _____

Name of Course _____

Location _____

Day/Time _____ Time Class Observed: _____

The following materials are contained within this packet: Copies provided by instructor:

(Provided to evaluator one week prior to classroom visitation)

- _____ Syllabus
 _____ An ungraded copy of an exam or other assessment
 _____ Faculty self-assessment

Copies provided by administrator:

(Provided to instructor one week prior to conference)

- _____ Student Reactions to Classroom Climate and Instruction

Optional materials:

(Provided to evaluator one week prior to classroom visitation.)

This section is designed to highlight the instructor's strengths and provide opportunity for self-evaluation. It can include, but is not limited to, the following: (The expectation is not for all blanks to be checked.)

- _____ Sample handouts that elaborate or supplement course content.
 _____ Samples of student work, perhaps including graded work from best and worst students.
 _____ Examples of teaching innovation.
 _____ Examples of use of technology in classroom.
 _____ Examples of major curriculum development or revision.
 _____ List of community service and involvement.
 _____ List outlining participation in local, regional, state, and/or national organizations, especially those relating to the discipline.
 _____ Supplementary reading lists.
 _____ Sample study questions / review material.
 _____ Sample or list of audiovisual materials used in course (if appropriate).
 _____ Other

Faculty Member_____
Administrator_____
Date_____
Date

The faculty member's signature above indicates that they have read this evaluation.
 It does not necessarily indicate that they agree with its contents.

The faculty member has chosen to attach comments in response to this evaluation: ___Yes ___No

Section I

CLASSROOM VISITATION

Key: **S - Satisfactory**
 NI – Needs Improvement
 NO – Not Observed

1. What evidence is there that the faculty member is prepared for this class or lab?

_____ Begins class on time in an orderly, organized fashion
 _____ Previews lecture/discussion content
 _____ Clearly states the goal or objectives for the period
 _____ Reviews prior class material to prepare students for the content to be covered
 _____ Provides internal summaries and transitions
 _____ Does not digress often from the main topic
 _____ Summarizes and distills main points at the end of class
 _____ Appears well prepared for class with lecture, projects, discussion, audiovisual, etc.
 _____ Other: _____

Comments: _____

2. What evidence is there that the faculty member uses appropriate teaching techniques?

_____ Responds to distractions effectively yet constructively
 _____ Incorporates various instructional techniques in presenting information
 _____ Presents information clearly
 _____ Incorporates appropriate enrichment materials
 _____ Connects information with real-world applications
 _____ Utilizes active learning techniques
 _____ Answers student's questions clearly

_____ Other: _____

Comments: _____

3. What evidence is there that the instructor creates a positive learning environment?

_____ Responds constructively to student opinions
 _____ Knows and uses student names
 _____ Does not overreact to student's lack of knowledge or misunderstanding
 _____ Treats class members equitably
 _____ Recognizes when students do not understand
 _____ Encourages mutual respect between students
 _____ Class atmosphere is relaxed and open
 _____ Instructor uses humor effectively
 _____ Solicits student feedback
 _____ Listens carefully to student comments and questions
 _____ Other: _____

Comments: _____

SUMMARY EVALUATION STATEMENTS AND RECOMMENDATIONS FOR IMPROVEMENT:

SECTION II DOCUMENTATION

1. What evidence is there that the course syllabus is current and will be completed as required?

☐ Copies of the current syllabi are on file electronically in the Vice President of Academic Affairs' office.
☐ Syllabus contains all required components defined in Master Course Syllabus
☐ Syllabus contains schedule for material covered and tested
☐ Presentation observed is consistent with course outline / timeline
☐ Other: _____

Comments:

2. How does the faculty member evaluate student progress on a regular basis?

☐ Instructor uses multiple methods of evaluation
☐ Instructor is evaluating progress multiple times
☐ Assessments reflect not only knowledge, but also application and synthesis of knowledge
☐ Evaluation procedures are clearly related to the content and objectives of the course
☐ Other: _____

Comments:

SUMMARY EVALUATION STATEMENTS AND RECOMMENDATIONS FOR IMPROVEMENT:

Section III

OTHER PROFESSIONAL RESPONSIBILITIES

1. Does the faculty member maintain appropriate attendance records?
☐ Sign in rosters for first two class periods returned promptly
☐ Certification roster returned on time
☐ Other: _____
Comments: _____

2. Is the faculty member available to students outside of class time?
☐ Evidence that a contact phone number and email address has been provided to the students
☐ Faculty member posts office hours in office and classroom
☐ Faculty member maintains office hours
 If not, are all students informed of how to reach them? ☐ Yes ☐ No
Comments: _____

3. Has the faculty member participated in professional development activities that are relevant to teaching area?
☐ Has taken a course relevant to teaching area within last year
☐ Has attended professional conferences or seminars
☐ Subscribes to and/or reads relevant journals and/or periodicals
☐ Other: _____
Comments: _____

4. Does the faculty member exhibit a professional relationship with colleagues and other LCC employees?
☐ Confers with other faculty members within the department as appropriate. (Department meetings, adjunct meetings, mentoring, etc.)
☐ Demonstrates a willingness to work effectively with others at LCC in a positive manner to help cultivate a culture in which personnel support learning is a major priority
☐ Other: _____
Comments: _____

5. Does the faculty member exhibit a professional relationship with the administration?
☐ Communicates with the administration in a productive manner.
☐ All required paperwork is completed accurately and returned on time.
☐ Other: _____
Comments: _____

6. The instructor meets other professional responsibilities.
☐ Faculty Meetings
☐ Division Meetings
☐ Committees
☐ Advisement
☐ Other: _____
Comments: _____

Comments:

SUMMARY EVALUATION STATEMENTS AND RECOMMENDATIONS FOR IMPROVEMENT:

LABORATORY COURSES ONLY

1. What evidence is there that the laboratory instruction is relevant to the curriculum?

_____ The instructor is knowledgeable of the laboratory subject matter and laboratory procedures.

_____ The laboratory instruction is related to the classroom instruction.

_____ The laboratory materials (textbook, manual, or handouts) are related to the classroom and laboratory instruction.

_____ Other _____

Comments: _____

2. What evidence is there that the laboratory instruction is well organized?

_____ The laboratory is orderly and uncluttered.

_____ The instructor's lesson(s) is organized.

_____ The laboratory directions and assignments are clear.

_____ The instructor encourages student problem solving.

_____ Other _____

Comments: _____

3. What evidence is there that the instructor relates well to the students?

_____ The instructor is professional and courteous.

_____ The instructor is a good communicator.

_____ The instructor is available to answer questions during the laboratory class.

_____ The instructor takes time to assist students when they have difficulty with understanding the laboratory assignment/project.

_____ Other _____

Comments: _____

HEALTH SCIENCE CLINICAL EVALUATION

1. What evidence is there that the faculty exhibits professionalism?

- ☐ Dresses appropriately for clinical setting
- ☐ Promotes cooperative working relationships between the clinical facility staff and LCC students and faculty
- ☐ Maintains confidentiality regarding student, patient, and facility issues
- ☐ Other _____

Comments: _____

2. How does the faculty demonstrate knowledge of clinical skills and procedures?

- ☐ Reviews and demonstrates clinical skills, based upon Standards of Practice, with the students
- ☐ Organizes and plans clinical activities for the students
- ☐ Evaluates student progress and answers questions regarding clinical procedures
- ☐ Other _____

Comments: _____

3. How does the faculty demonstrate good communication skills in the clinical setting?

- ☐ Maintains open communication with clinical facility staff
- ☐ Demonstrates effective interpersonal skills with the students
- ☐ Enforces school policies when necessary and in an appropriate manner
- ☐ Other _____

Comments: _____

D.5.

LABETTE COMMUNITY COLLEGE
Student Reactions to Classroom Climate and Instruction

Please use pencil only to record answers on Scantron sheet using the following key:

A = Almost Always B = Frequently C = Occasionally D = Hardly Ever E = Unable to Rate

1. The class begins and ends at the stated times.
2. The instructor has a well-developed plan for each class session.
3. Students know exactly what has to be done in this class.
4. The instructor is following his/her stated course outline.
5. The instructor presents information clearly.
6. The instructor uses students' names.
7. The instructor treats all students equitably.
8. The instructor recognizes when students do not understand what is being presented.
9. The instructor maintains a classroom environment that encourages learning.
10. The instructor encourages students to ask questions, seek help, and express their own ideas.
11. The instructor answers questions clearly.
12. The instructor allows students adequate time to form a response to questions.
13. The instructor demonstrates the importance and significance of the subject matter.
14. The instructor encourages students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding.
15. The instructor presents information, such as examples or applications, beyond what is in the text.
16. The instructor relates course material to real life situations.
17. As a student, you are aware of your progress.
18. I believe my final grade will accurately reflect my overall learning in this course.
19. The instructor is willing to discuss and explain student grades.
20. Your grade is based on objective criteria that are clearly outlined in the syllabus.
21. Assessments adequately match the material covered in the course
22. The instructor gives projects, tests, or assignments that require original or creative thinking.
23. Do the grading procedures in the course match the policy stated in the syllabus?
24. The instructor is available outside class for additional assistance.
25. The instructor is available during posted office hours.
26. The instructor is concerned about your progress in this course.
27. The instructor seems to enjoy teaching and is enthusiastic when presenting course material.
28. The instructor holds the attention of the students.
29. The instructor inspires students to seek and achieve goals which really challenge them.
30. The instructor provides timely and frequent feedback.
31. The instructor has high achievement standards in this class.
32. The length and difficulty of assigned readings were reasonable.
33. The amount of work in other (non-reading) assignments was reasonable.

- 34. The difficulty of the subject matter was reasonable.
- 35. I worked harder on this course than on most courses I have taken.
- 36. As a result of taking this course, I have more positive feelings toward this field of study.
- 37. The instructor expects students to take their share of responsibility for learning.

Laboratory Classes Only

- 38. Is the classroom instruction and textbook relevant to the labs?
- 39. Are the lab assignments clear?
- 40. Is the lab well organized?
- 41. Is the instructor available to answer your questions during lab?
- 42. Does the lab help develop your understanding and/or skill in the subject?
- 43. Does the instructor clearly explain how to use lab equipment?
- 44. Are the lab sessions well-coordinated with the lectures?
- 45. I had sufficient access to equipment and supplies needed for experiments.

Other Comments

Please use pencil only to write your responses to the following questions on the lined section (side 2) of the Scantron sheet. Please label your comments with an A, B, or C to help us match your response to the correct question.

- A. What do you like best about this class?
- B. What do you like least about this class?
- C. Please provide any comments you have regarding this instructor's classroom management, learning environment, characteristics and responsibilities.

On Ground Curriculum Development Process

1. Faculty, appropriate academic dean or CTE director proposes course to vice president of academic affairs to be offered within one (1) year.
2. Faculty develops new course proposal, syllabus, general education chart, and other required materials, and submits the packet to the appropriate dean or director.
3. The new course proposal packet is submitted to the C & I Committee.
4. The C & I Committee considers the proposal.
5. If acceptable, the course is approved.
6. If the proposal is not acceptable as submitted, a member of the C & I Committee may ask for changes or additional components prior to approval.
7. Changes or additional components are submitted to the C & I Committee as requested.
8. The C & I Committee approves the new course. Human resources issues the contract for course development after receiving the appropriate paperwork.

Distance Delivered Curriculum Development Process

Faculty, Dean or CTE Director proposes course to Vice President of Academic Affairs to be offered within 1 year.

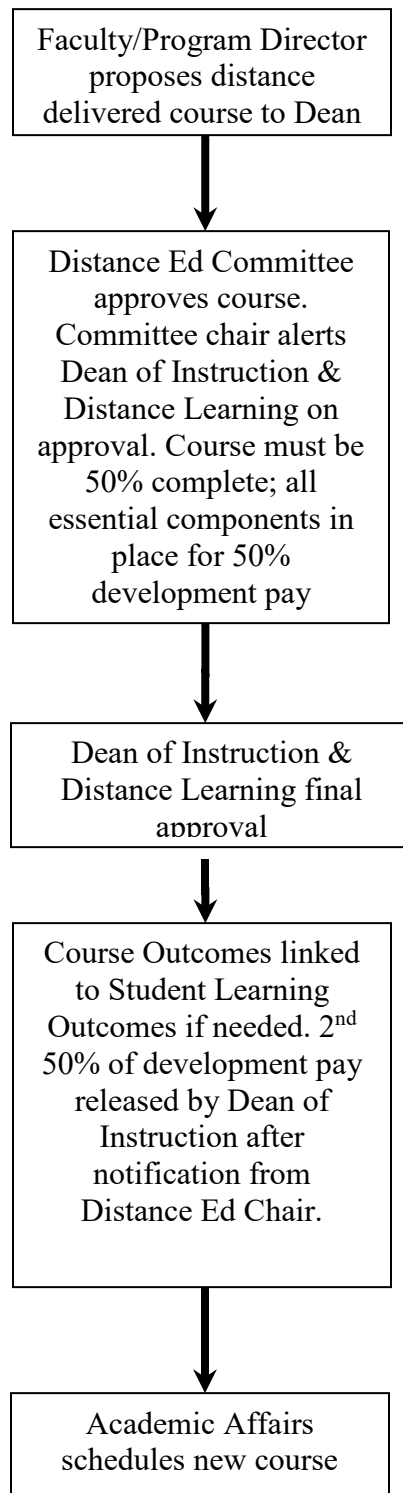
New Distance Delivered Instructor and New Distance Delivered course

*Numbers 1 & 2 applies to new courses only. Numbers 3-9 apply to all currently approved courses. (See flowchart, next page.)

1. C & I committee approves syllabus.
2. C & I may ask for changes or additional components prior to approval. (A mentor may be assigned to the instructor by the Vice President of Academic Affairs for course development process if this is a new distance delivered instructor, if it is requested, and if finances allow.)
3. Developed course goes to Distance Ed Committee with first half of course complete containing all essential components.
4. Distance Ed Committee may ask for changes or additional components prior to approval.
5. Distance Ed Committee evaluates and recommends approval of course for distance delivered instruction. Distance Ed Committee chair alerts the dean of instruction & distance learning of course approval and the first 50% of course development pay is released at this time.
6. Distance Ed Committee Chair approves completion of second 50% of course, alerts Dean of Instruction of course approval, and the second 50% of course development pay is released at this time.
7. Course goes to Academic Affairs for scheduling.
8. HR issues contract to instructor to teach the course.

APPENDIX E

Distance Delivered Curriculum Development



Certification Rosters

Distance delivered certification rosters are due at the same time on-ground certification rosters are due.

LABETTE COMMUNITY COLLEGE

Full-time Faculty Distance Delivered Evaluation AY: _____

Faculty Member _____
 Semester _____
 Name of Course _____
 Dates of Evaluation _____

The following materials are contained within this packet:

Copies provided by instructor:

(Provided in the course or to the evaluator one week before visitation)

- _____ Syllabus
- _____ An ungraded copy of a distance delivered exam or other assessment.
- _____ Faculty self-assessment

Copies provided by administrator:

(Provided to instructor one week prior to conference)

- _____ Student Reactions to Distance Delivered Climate and Instruction.

Optional materials:

(Provided to evaluator one week prior to classroom visitation.)

This section is designed to highlight the instructor's strengths and provide opportunity for self-evaluation. It can include, but is not limited to, the following:

(The expectation is not for all blanks to be checked.)

- _____ Sample handouts that elaborate or supplement course content.
- _____ Samples of student work, perhaps including graded work from best and worst students.
- _____ Examples of teaching innovation.
- _____ Examples of use of technology in classroom.
- _____ Examples of major curriculum development or revision.
- _____ List of community service and involvement.
- _____ List outlining participation in local, regional, state, and/or national organizations, especially those relating to the discipline.
- _____ Supplementary reading lists.
- _____ Sample study questions / review material.
- _____ Sample or list of audiovisual materials used in course (if appropriate).
- _____ Other _____

 Faculty Member

 Administrator

 Date

 Date

The faculty member's signature above indicates that they have read this evaluation.
 It does not necessarily indicate that they agree with its contents.

The faculty member has chosen to attach comments in response to this evaluation: ___ Yes ___ No

SECTION I

DISTANCE DELIVERED COURSE VISITATION

Key: **S** - Satisfactory
 NI – Needs Improvement
 NO – Not Observed

1. What evidence is there that the faculty member is prepared for this class or lab?

_____ Posts assignments in a timely fashion.
 _____ Clearly states the goal or objectives for the lesson or topic.
 _____ Course materials are posted and available when needed by students
 _____ Course materials use the distance delivered technology appropriately.
 _____ Other

Comments:

2. What evidence is there that the faculty member uses appropriate teaching?

_____ Responds to distractions effectively yet constructively.
 _____ Presents information clearly.
 _____ Provides appropriate methods of instruction (i.e. discussion forum, research papers, distance delivered lectures)
 _____ Encourages students to find, interpret, and evaluate information available on the Internet
 _____ Presents materials in the course in a variety of formats (discussion sessions, distance delivered readings, projects, audio visual files, applets, etc.)
 _____ Creates assignments that foster and require student to student interaction.
 _____ Student participation in discussion boards or virtual chat is a significant portion of the grade.
 _____ Answers student's questions clearly
 _____ Connects information with real-world applications
 _____ Other

Comments:

3. What evidence is there that the instructor is providing a positive learning environment?

_____ Responds constructively to student opinions.
 _____ Does not overreact to student's lack of knowledge or misunderstanding.
 _____ Treats class members equitably.
 _____ Recognizes when students do not understand.
 _____ Encourages mutual respect between students.
 _____ Solicits student feedback.
 _____ Responds to student comments and questions in a timely manner.
 _____ Other

Comments:

SUMMARY EVALUATION STATEMENTS AND RECOMMENDATIONS FOR IMPROVEMENT:

SECTION II DOCUMENTATION

1. What evidence is there that the course syllabus is current and will be completed as required?
- _____ Copies of the current syllabi are on file electronically in the Vice President of Academic Affairs' office.
 - _____ Syllabus contains all required components defined in the master course syllabus.
 - _____ Syllabus contains schedule for material covered and tested.
 - _____ Observation is consistent with course outline / timeline.
 - _____ Syllabus is posted as part of the course materials.
 - _____ Other

Comments:

2. How does the faculty member evaluate student progress?
- _____ Instructor uses multiple methods of evaluation.
 - _____ Instructor is evaluating progress multiple times.
 - _____ Assessments reflect not only knowledge, but also application and synthesis of knowledge
 - _____ Evaluation procedures are clearly related to the content and objectives of the course.
 - _____ Other

Comments:

SUMMARY EVALUATION STATEMENTS AND RECOMMENDATIONS FOR IMPROVEMENT:

SECTION III OTHER PROFESSIONAL RESPONSIBILITIES

1. Does the faculty member maintain appropriate attendance records?
 _____ Certification roster returned on time.
 _____ Other
Comments:

2. Has the faculty member participated in professional development activities that are relevant to teaching area?
 _____ Has taken a course relevant to teaching area within last year.
 _____ Has attended professional conferences or seminars.
 _____ Subscribes to and/or reads relevant journals and/or periodicals
 _____ Other
Comments:

3. Does the faculty member exhibit a professional relationship with colleagues and other LCC employees?
 _____ Confers with other faculty members within the department as appropriate. (Department meetings, adjunct meetings, mentoring, etc.
 _____ Demonstrates a willingness to work effectively with others at LCC in a positive manner to help cultivate a culture in which personnel support learning is a major priority
 _____ Other: _____
Comments:

4. Does the faculty member exhibit a professional relationship with the administration?
 _____ Communicates with the administration in a productive manner.
 _____ All required paperwork is completed accurately and returned on time.
 _____ Other: _____
Comments:

5. The instructor meets other professional responsibilities.
 _____ Launching Pad Page contains all critical information
 _____ Faculty Meetings
 _____ Division Meetings
 _____ Committees
 _____ Red Zone gradebook is updated weekly
 _____ Advisement
 _____ Other
Comments:

SUMMARY EVALUATION STATEMENTS AND RECOMMENDATIONS FOR IMPROVEMENT:

LABETTE COMMUNITY COLLEGE AY: _____
Student Reactions to Distance Delivered Climate and Instruction

Instructor _____

Date _____

Course _____

Semester _____

I. Classroom Management:

	Almost Always	Frequently	Occasionally	Hardly Ever	Unable to rate
1. The instructor has a well-developed plan for the course.	_____	_____	_____	_____	_____
2. Students know exactly what has to be done in this course.	_____	_____	_____	_____	_____
3. The assignments were well organized and easy to follow.	_____	_____	_____	_____	_____
4. The instructor is following his/her stated course outline.	_____	_____	_____	_____	_____
5. How do you know the instructor is organized and prepared for class?	_____	_____	_____	_____	_____

Below, please write comments about this instructor's Classroom Management.

II. Learning Environment

	Almost Always	Frequently	Occasionally	Hardly Ever	Unable to rate
1. The instructor presents information clearly.	_____	_____	_____	_____	_____
2. This course required me to analyze and interpret data/information.	_____	_____	_____	_____	_____
3. The course promotes openness in discussion of issues and a sense of community.	_____	_____	_____	_____	_____
4. Student-to-student interaction occurs.	_____	_____	_____	_____	_____
5. Teacher-to-student interaction occurs.	_____	_____	_____	_____	_____
6. The instructor maintains a classroom environment that encourages learning.	_____	_____	_____	_____	_____
7. The instructor encourages student questions.	_____	_____	_____	_____	_____
8. The instructor answered your questions clearly.	_____	_____	_____	_____	_____
9. The instructor demonstrates the importance and significance of the subject matter.	_____	_____	_____	_____	_____
10. The instructor encourages students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding.	_____	_____	_____	_____	_____
11. The instructor presents information, such as examples or applications, beyond what is in the text.	_____	_____	_____	_____	_____
12. The instructor relates course material to real life situations.	_____	_____	_____	_____	_____
13. Give examples of how the instructor encourages student participation in this course.	_____	_____	_____	_____	_____

14. Which of the following teaching techniques did your instructor use? (Mark all that apply)

<input type="checkbox"/> Lectures/Presentation	<input type="checkbox"/> Discussion Forums	<input type="checkbox"/> Small group work	<input type="checkbox"/> Hands-on practice
<input type="checkbox"/> Projects	<input type="checkbox"/> Demonstrations	<input type="checkbox"/> Links to information	<input type="checkbox"/> Virtual Classroom
<input type="checkbox"/> Email	<input type="checkbox"/> Internet Research	<input type="checkbox"/> Testing	<input type="checkbox"/> Other: (describe below)

15. Of the above techniques, which ones do you feel enhanced your learning?

Below, please write comments about the Learning Environment for this course.

III. Assessment Practices

	Almost Always	Frequently	Occasionally	Hardly Ever	Unable to rate
1. As a student, you are aware of your progress.	_____	_____	_____	_____	_____
2. I believe my final grade will accurately reflect my overall learning in this course.	_____	_____	_____	_____	_____
3. The instructor is willing to discuss and explain student grades.	_____	_____	_____	_____	_____
4. Your grade is based on objective criteria that is clearly outlined in the syllabus.	_____	_____	_____	_____	_____
5. Assessment adequately match the material covered in the course.	_____	_____	_____	_____	_____
6. The instructor gives projects, tests, or assignments that require original or creative thinking.	_____	_____	_____	_____	_____
7. Do the grading procedures in the course match the policy stated in the syllabus? _____ Y _____ N					

Below, please write comments about this instructor's Assessment practices.

IV. Instructor Characteristics & Responsibilities

	Almost Always	Frequently	Occasionally	Hardly Ever	Unable to rate
1. The instructor is available for additional assistance.	_____	_____	_____	_____	_____
2. The instructor is available during posted office hours.	_____	_____	_____	_____	_____
3. The instructor is concerned about your progress in this course.	_____	_____	_____	_____	_____
4. The instructor seems to enjoy teaching and is enthusiastic when presenting course material.	_____	_____	_____	_____	_____
5. The instructor inspires students to seek and achieve goals which really challenge them..	_____	_____	_____	_____	_____
6. The instructor provides timely and frequent feedback.	_____	_____	_____	_____	_____
7. The instructor has high achievement standards in this class.	_____	_____	_____	_____	_____

Below, please write comments about this instructor's Instructor Characteristics & Responsibilities.

V. Student Characteristics & Responsibilities

	Almost Always	Frequently	Occasionally	Hardly Ever	Unable to rate
1. The length and difficulty of assigned readings were reasonable.	_____	_____	_____	_____	_____
2. The amount of work in other (non-reading) assignments was reasonable.	_____	_____	_____	_____	_____
3. The difficulty of the subject matter was reasonable.	_____	_____	_____	_____	_____
4. I worked harder on this course than on most courses I have taken.	_____	_____	_____	_____	_____
5. As a result of taking this course, I have more positive feelings toward this field of study.	_____	_____	_____	_____	_____
6. The instructor expects students to take our share of responsibility for learning.	_____	_____	_____	_____	_____

Below, please write comments about this instructor's **Student Characteristics & Responsibilities**.

VI. Laboratory Classes Only

	Almost Always	Frequently	Occasionally	Hardly Ever	Unable to rate
1. Is the classroom instruction and textbook relevant to the labs?	_____	_____	_____	_____	_____
2. Are the lab assignments clear?	_____	_____	_____	_____	_____
3. Is the lab well organized?	_____	_____	_____	_____	_____
4. Is the instructor available to answer your questions?	_____	_____	_____	_____	_____
5. Does the lab help develop your understanding and/or skill in the subject?	_____	_____	_____	_____	_____
6. Are the lab sessions well-coordinated with the lecture?	_____	_____	_____	_____	_____

Below, please write comments about the **Laboratory Component** of this class.

VI. Other Comments

What do you like best about this class?

What do you like least about this class?

General comments:

Faculty Hybrid Evaluation AY: _____ CLASSROOM VISITATION AND DOCUMENTATION

Faculty Member _____

Semester _____

Name of Course _____

Percent of course distance delivered _____

Date of Face to Face Observation _____

Date of Distance Delivered Observation _____

The following materials are contained within this packet:

Copies provided by instructor:

(Provided to evaluator one week prior to classroom visitation)

- _____ Syllabus
- _____ An ungraded copy of an exam or other assessment
- _____ Faculty Self-Assessment

Copies provided by administrator:

- _____ Student Reactions to Classroom Climate and Instruction

Optional materials:

(Provided to evaluator one week prior to classroom visitation.)

This section is designed to highlight the instructor's strengths and provide opportunity for self-evaluation. It can include, but is not limited to, the following: (The expectation is not for all blanks to be checked.)

- _____ Sample handouts that elaborate or supplement course content.
- _____ Samples of student work, perhaps including graded work from best and worst students.
- _____ Examples of teaching innovation.
- _____ Examples of use of technology in classroom.
- _____ Examples of major curriculum development or revision
- _____ List of community service and involvement.
- _____ List outlining participation in local, regional, state, and/or national organizations, especially those relating to the discipline.
- _____ Supplementary reading lists.
- _____ Sample study questions / review material.
- _____ Sample or list of audiovisual materials used in course (if appropriate).
- _____ Other

Faculty Member

Administrator

Date

Date

The faculty member's signature above indicates that they have read this evaluation.

It does not necessarily indicate that they agree with its contents.

The faculty member has chosen to attach comments in response to this evaluation: ___ Yes ___ No

Section I

CLASSROOM VISITATION

Key: S - Satisfactory
 NI – Needs Improvement
 NO – Not Observed

1. What evidence is there that the faculty member is prepared for this hybrid class or lab?

_____ Begins class on time in an orderly, organized fashion and distance delivered information is posted in a timely manner
 _____ Reviews lecture/discussion content during face to face meetings
 _____ Clearly states/posts the goal or objectives for the period
 _____ Reviews of prior class material is available distance delivered
 _____ Course materials are posted and available when needed by students
 _____ Course materials use the distance delivered technology appropriately

_____ Other: _____

Comments:

2. What evidence is there that the faculty member uses appropriate teaching techniques?

_____ Responds to distractions effectively yet constructively
 _____ Provides appropriate methods of instruction (i.e. discussion forum, research papers, distance delivered lectures and hands on activities)
 _____ Presents information clearly
 _____ Incorporates appropriate enrichment materials within course shell
 _____ Connects information with real-world applications
 _____ Utilizes active learning techniques
 _____ Creates assignments that foster and require student-to-student interactions
 _____ Student participation in discussion boards or virtual chat is a significant portion of the grade
 _____ Answers students questions clearly
 _____ Encourages students to find, interpret, and evaluate information available on the Internet
 _____ Presents information in a variety of formats (discussion sessions, distance delivered readings, projects, audio-visual files, etc.)

_____ Other: _____

Comments:

3. What evidence is there that the instructor creates a positive learning environment?

_____ Responds constructively to student opinions
 _____ Knows and uses student names
 _____ Does not overreact to student's lack of knowledge or misunderstanding
 _____ Treats class members equitably
 _____ Recognizes when students do not understand
 _____ Encourages mutual respect between students
 _____ Solicits student feedback
 _____ Responds to student comments and questions in a timely manner
 _____ Other: _____

Comments:

SUMMARY EVALUATION STATEMENTS AND RECOMMENDATIONS FOR IMPROVEMENT:

SECTION II DOCUMENTATION

1. What evidence is there that the course syllabus is current and will be completed as required?

☐ Copies of the current syllabi are on file electronically in the Vice President of Academic Affairs' office
☐ Syllabus contains all required components defined in Master Course Syllabus
☐ Syllabus contains schedule for material covered and tested
☐ Observation is consistent with course outline / timeline
☐ Syllabus is posted as part of the course materials
☐ Other: _____

Comments: _____

2. How does the faculty member evaluate student progress on a regular basis?

☐ Instructor uses multiple methods of evaluation
☐ Instructor is evaluating progress multiple times
☐ Assessments reflect not only knowledge, but also application and synthesis of knowledge
☐ Evaluation procedures are clearly related to the content and objectives of the course
☐ Other: _____

Comments: _____

SUMMARY EVALUATION STATEMENTS AND RECOMMENDATIONS FOR IMPROVEMENT:

Section III

OTHER PROFESSIONAL RESPONSIBILITIES

1. Does the faculty member maintain appropriate attendance records?
☐ Certification roster returned on time
☐ Other: _____
Comments: _____

2. Has the faculty member participated in professional development activities that are relevant to teaching area?
☐ Has taken a course relevant to teaching area within last year
☐ Has attended professional conferences or seminars
☐ Subscribes to or reads relevant journals and/or periodicals
☐ Other: _____
Comments: _____

3. Does the faculty member exhibit a professional relationship with colleagues and other LCC employees?
☐ Confers with other faculty members within the department as appropriate. (Department meetings, adjunct meetings, mentoring, etc.)
☐ Demonstrates a willingness to work effectively with others at LCC in a positive manner to help cultivate a culture in which personnel support learning is a major priority
☐ Other: _____
Comments: _____

4. Does the faculty member exhibit a professional relationship with the administration?
☐ Communicates with the administration in a productive manner.
☐ All required paperwork is completed accurately and returned on time.
☐ Other: _____
Comments: _____

5. The instructor meets other professional responsibilities.
☐ Launching Pad Page contains all critical information
☐ Faculty Meetings
☐ Division Meetings
☐ Committees
☐ Red Zone gradebook is updated weekly
☐ Advisement
☐ Other
Comments: _____

SUMMARY EVALUATION STATEMENTS AND RECOMMENDATIONS FOR IMPROVEMENT:

Appendix F – Overload Contract Master Documents

Name: _____

Overload Contract

ID: _____

Fall

This agreement is made by and between Labette Community College, first part, hereinafter referred to as the College, and _____, second part, hereinafter referred to as the instructor. The College does by this presence engage the instructor to teach the following course(s).

Course Code & Session	Course Title	Credit Hours	Begin Date	End Date	Students Enrolled	Minimum Enrollment	Overload Pay Rate	Extra Student Pay (above 22)	Overload Pay (total)
<i>Regular Load</i>									

Overload

Total Load	0
Regular Load	15
Overload	-15

Total Overload Pay \$ -

Account Number	00-000-0000-000	\$ -
	00-000-0000-000	\$ -

This contract is being issued based on enrollment numbers after the last day of the week for students to enroll and will be null and void if not signed by both instructor and college administrator. Signed contracts are due in the Office of Instruction within three (3) working days of receipt. This overload contract is for a supplementary duty under the Master Agreement. Overload payment shall be made in one of two ways as designated below. Winter Intercession classes will be paid January of that semester.

Payment Options (check one) _____ 1 payment in December _____ 3 equal payments in October, November & December

In witness whereof, the parties have hereto signed their names.

Instructor Signature

Date _____

Program Director (if applicable)

Date _____

Appropriate Academic Dean

Date _____

Name: _____

Overload Contract

ID: _____

Fall - Midsemester

This agreement is made by and between Labette Community College, first part, hereinafter referred to as the College, and _____, second part, hereinafter referred to as the instructor. The College does by this presence engage the instructor to teach the following course(s).

Course Code & Session	Course Title	Credit Hours	Begin Date	End Date	Students Enrolled	Minimum Enrollment	Overload Pay Rate	Extra Student Pay (above 22)	Overload Pay (total)
<i>Regular Load</i>									

Overload

Total Load	0
Regular Load	<u>15</u>
Overload	-15

Total Overload Pay	\$ -	Account Number	00-000-0000-000	\$ -
			00-000-0000-000	\$ -

This contract is being issued based on enrollment numbers after the last day of the week for students to enroll and will be null and void if not signed by both instructor and college administrator. Signed contracts are due in the Office of Instruction within three (3) working days of receipt. This overload contract is for a supplementary duty under the Master Agreement. Overload payment shall be made in one of two ways as designated below.

Payment Options (check one) _____ 1 payment in December _____ 2 equal payments in November & December

In witness whereof, the parties have hereto signed their names.

Instructor Signature

Date _____

Program Director (if applicable)

Date _____

Appropriate Academic Dean

Date _____

Name: _____

Overload Contract

ID: _____

Fall - Winter Intercession

This agreement is made by and between Labette Community College, first part, hereinafter referred to as the College, and _____, second part, hereinafter referred to as the instructor. The College does by this presence engage the instructor to teach the following course(s).

Course Code & Session	Course Title	Credit Hours	Begin Date	End Date	Students Enrolled	Minimum Enrollment	Overload Pay Rate	Extra Student Pay (above 22)	Overload Pay (total)
<i>Regular Load</i>									

Overload

Total Load	0
Regular Load	<u>15</u>
Overload	-15

Total Overload Pay \$ -

Account Number	<u>00-000-0000-000</u>	\$	-
	00-000-0000-000	\$	-

This contract is being issued based on enrollment numbers after the last day of the week for students to enroll and will be null and void if not signed by both instructor and college administrator. Signed contracts are due in the Office of Instruction within three (3) working days of receipt. This overload contract is for a supplementary duty under the Master Agreement. Overload payment shall be made in one of two ways as designated below. Winter Intercession classes will be paid in January of that semester.

Payment Information 1 payment in January of Intercession

In witness whereof, the parties have hereto signed their names.

Instructor Signature

Date _____

Program Director (if applicable)

Date _____

Appropriate Academic Dean

Date _____

Name: _____

Overload Contract

ID: _____

Spring

This agreement is made by and between Labette Community College, first part, hereinafter referred to as the College, and _____, second part, hereinafter referred to as the instructor. The College does by this presence engage the instructor to teach the following course(s).

Course Code & Session	Course Title	Credit Hours	Begin Date	End Date	Students Enrolled	Minimum Enrollment	Overload Pay Rate	Extra Student Pay (above 22)	Overload Pay (total)
<i>Regular Load</i>									

Overload

Total Load	0	Fall Overload	0
Regular Load	<u>15</u>	Spring Overload	<u>0</u>
Overload	-15	Total Overload	0

Total Overload Pay \$ -

Account Number	00-000-0000-000	\$	-
	00-000-0000-000	\$	-

This contract is being issued based on enrollment numbers after the last day of the week for students to enroll and will be null and void if not signed by both instructor and college administrator. Signed contracts are due in the Office of Instruction within three (3) working days of receipt. This overload contract is for a supplementary duty under the Master Agreement. Overload payment shall be made in one of two ways as designated below. Winter Intercession classes will be paid in January of that semester.

Payment Options (check one) ☐ 1 payment in May ☐ 3 equal payments in March, April & May

In witness whereof, the parties have hereto signed their names.

Instructor Signature

Date _____

Program Director (if applicable)

Date _____

Appropriate Academic Dean

Date _____

Name: _____

Overload Contract

ID: _____

Spring - Midsemester

This agreement is made by and between Labette Community College, first part, herinafter referred to as the College, and _____, second part, herinafter referred to as the instructor. The College does by this presence engage the instructor to teach the following course(s).

Course Code & Session	Course Title	Credit Hours	Begin Date	End Date	Students Enrolled	Minimum Enrollment	Overload Pay Rate	Extra Student Pay (above 22)	Overload Pay (total)
<i>Regular Load</i>									

Overload

Total Load	0	Fall Overload	0
Regular Load	15	Spring Overload	0
Overload	-15	Total Overload	0

Total Overload Pay	\$ -	Account Number	00-000-0000-000	\$ -
			00-000-0000-000	\$ -

This contract is being issued based on enrollment numbers after the last day of the week for students to enroll and will be null and void if not signed by both instructor and college administrator. Signed contracts are due in the Office of Instruction within three (3) working days of receipt. This overload contract is for a supplementary duty under the Master Agreement. Overload payment shall be made in one of two ways as designated below. Winter Intercession classes will be paid in January of that semester.

Payment Options (check one) _____ 1 payment in May _____ 2 equal payments in April & May

In witness whereof, the parties have hereto signed their names.

Instructor Signature

Date _____

Program Director (if applicable)

Date _____

Appropriate Academic Dean

Date _____